DOCUMENT RESUME

ED 343 993 AA 001 224

Resources in Education (RIE). Volume 27, Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 92
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 343 994 CE 059 378

Sheppard, Harold L., Ed.
Social Services and Aging Policies in the U.S. and Asia. Presentations. Asia-U.S. Conference on Social Services and Aging Policies (Pensacola, Florida, August 8-11, 1988).
PUB DATE- Aug 91
NOTE- 547p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Aging (Individuals); Cognitive Processes; Community Programs; Coping; Family Caregivers; Family Structure; Foreign Countries; Gerontology; Government Role; Health Programs; Higher Education; Home Health Aides; *Housing; Housing Discrimination; Interdisciplinary Approach; Intergenerational Programs; Long Term Care; *Older Adults; Program Development; Program Implementation; *Public Policy; Retirement Benefits; *Social Services; Social Support Groups; Urban Demography; Welfare Services
IDENTIFIERS- Asia Pacific Region; China; China (Shanghai); Hong Kong; Japan; Korea; Singapore; Social Security; Taiwan; Thailand; United States

These proceedings contain an introduction and 26 papers arranged in five sections: (1) People's Republic of China and Taiwan (Republic of China); (2) Hong Kong, Singapore, and Thailand; (3) Korea; (4) Japan and the Western Pacific; and (5) United States. Paper titles and authors are as follows: "Recent Social

DOCUMENT RESUME

ED 344 011 CE 060 737

Descriptive Study of Technical/Vocational Student Tracking in Texas.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- 30 Jun 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); *Data Collection; Needs Assessment; Outcomes of Education; Participant Satisfaction; Recordkeeping; Records Management; School Holding Power; Special Needs Students; State Surveys; Statewide Planning; Student Attrition; Student Educational Objectives; *Student Records; *Technical Education; Technical Institutes; Two Year Colleges; *Vocational Education; *Vocational Followup
IDENTIFIERS- *Texas

In order to establish a baseline for future recommendations, a study was conducted on what is currently being done and to determine strengths and weaknesses in the area of technical and vocational student tracking. Mail surveys were sent to all public community/junior colleges and technical institutes in Texas; 40 of 52 surveys were returned. The measure collected information on the following: institutional demographics, articulation programs, educational goals, special populations, outcome measures, use of placement services, former students, TEX-SIS (Texas Student Information Systems) follow-up system, description of resources, LONESTAR (Longitudinal Evaluation Student Tracking and Reporting), and needs assessment. Site visits were also made to obtain information about technical and vocational student tracking procedures. Findings indicated the following: (1) few institutions tracked articulation students; (2) most schools collected information regarding students' educational goals; (3) not all institutions reported collecting information on designated special population groups under the Carl D. Perkins Vocational and Applied Technology Act of 1990; (4) institutions varied widely in outcome measures used and definitions of successful performance; (5) less than half reported tracking student retention; (6) definitions, response rates, and methods of tracking former students varied greatly; and (7) 31 schools had tried to implement LONESTAR. (The survey is appended.) (YLB)

ED 344 012 CE 060 738

Women in Technical Education. Annual Report 1990-91.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Formative Evaluation; *Nontraditional Occupations; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; *School Holding Power; Student Attrition; *Student Recruitment; *Technical Education; Two Year Colleges; *Womens Education
IDENTIFIERS- Texas State Technical College Waco

First-year activities of Women in Technical Education, a project

DOCUMENT RESUME

ED 344 030 CE 060 779

A Secondary/Post-Secondary Curriculum for the ADA Programming Language.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 205p.; For related documents, see CE 060 777-778.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Computer Assisted Instruction; Computer Science Education; Computer Software; Curriculum Guides; Instructional Materials; *Laboratory Experiments; Learning Activities; Lesson Plans; Postsecondary Education; *Programers; *Programing; *Programing Languages; Secondary Education; Technical Education; Vocational Education
IDENTIFIERS- *Ada (Programing Language)

This guide provides materials for a three-block curriculum to teach the Ada computer programming language to secondary and postsecondary vocational students. The curriculum design and strategy has the following components: lectures, audiovisual aids, computer-aided instructional training and reference materials, laboratory experiences, and feedback devices. Block I, "Ada and the Department of Defense," consists of five units and four labs. Block II, "Fundamentals of Ada Programming," contains 19 units and 20 labs. In Block III, "Advanced Ada Topics," there are 11 units and 8 labs. Laboratory experiments consist of student worksheets and teacher guides. Each provides some or all of these components: block, unit, lab number, lab title; student objectives; procedure; questions; and a list of any required materials. In addition, the teacher guide provides teacher notes as needed. The information lesson plan for each unit consists of the following components: block, unit, and lesson title; lesson objectives; learning activities; special resource list; presentation (which includes an introduction and instructional topics and key points); and questions with answer key. (YLB)

ED 344 031 CE 060 781

Akers, Lilialyce
Entrepreneurs: Women and Minorities.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 13 Jul 87
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Administration; Craft Workers; Creative Activities; Design Crafts; Distributive Education; *Entrepreneurship; *Females; *Handicrafts; *Marketing; Minority Groups; Needle Trades; *Self Employment; Small Businesses; Womens Education
IDENTIFIERS- *Cottage Industry; Kentucky

A program was designed to meet the needs of Kentucky women who wished to supplement their incomes by producing articles in their homes for sale. Its three-phase objective was to identify women who already had knitting skills and train them to produce a finished product; to provide basic knowledge about how to run

DOCUMENT RESUME

ED 344 048 CE 060 821

Stanton, Geoff
A Basis for Credit? Developing a Post-16 Credit Accumulation and Transfer Framework. A Paper for Discussion.
PUB DATE- Feb 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Adult Education; *Credits; Curriculum Development; Educational Certificates; *Employment Qualifications; Foreign Countries; *Models; Postsecondary Education; *Transfer Policy; Vocational Education
IDENTIFIERS- *United Kingdom

Development of a common credit accumulation and transfer (CAT) system for the post-16 learner has been proposed in Great Britain. The rationale for this system is to increase the participation and achievement of learners over age 16, to improve access to learning opportunities, and to facilitate the development of core knowledge and skills. The post-16 CAT framework should use the open system, in which users adopt a set of standards on a voluntary basis because it offers mutual benefits. Work on the development of a post-16 credit framework as an open system has established definitions and specifications of outcomes and units, a methodology for credit valuation of units, and an initial proposal about the number of levels that would be required. The qualifications within this framework would be based upon groups of outcomes, to be described as units. Credits are awarded for successful achievement of a set of outcomes combined into a unit, regardless of the actual time involved or the mode of learning. Units at the same level can be given different credit values dependent upon the extent of achievement they require, thus removing the necessity for an artificial and possibly damaging requirement for units to be of the same size. The post-16 CAT framework could be used as the basis of a range of developments in curriculum and qualifications. The Further Education Unit has identified key criteria to be met by a post-16 CAT framework. The proposed framework needs to be evaluated against these criteria. (YLB)

ED 344 049 CE 060 822

Core Skills in Action.
PUB DATE- Feb 92
NOTE- 15p.; For a related document, see ED 326 689.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Basic Skills; Communication Skills; *Core Curriculum; *Curriculum Development; Educational Principles; *Educational Quality; Foreign Countries; Information Technology; Interpersonal Competence; Job Skills; Mathematics Skills; National Programs; Postsecondary Education; Problem Solving; Program Effectiveness; Teaching Methods; Technical Institutes; Vocational Education
IDENTIFIERS- *Great Britain

This bulletin provides an update on current developments in core skills in further education. Section 1 contains information about the Further Education Unit's (FEU's) Core Skills Post-16

DOCUMENT RESUME

ED 344 067 CE 060 871

Decker, Larry E., Ed.; Romney, Valerie A., Ed.
Educational Restructuring and the Community Education Process.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.; National Coalition for Community Education, Delton, MI.
PUB DATE- 92
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Development; *Community Education; Community Involvement; Community Resources; Economic Development; *Educational Change; Elementary Secondary Education; Leadership; Lifelong Learning; Needs Assessment; Parent Participation; *School Community Relationship; *School Restructuring; State Programs; Urban Areas; Youth Programs
IDENTIFIERS- *America 2000

This document explores the application of the community education process to restructuring activities at both the state and local level. The monograph contains the following papers: "In the Forefront of Restructuring" (Larry Decker, Valerie Romney); "Building Learning Communities: Realities of Educational Restructuring" (Larry Decker); "The Community Education Ethos: Relationship of Principles to Practice" (Donald Weaver); "Community Education in Educational Reform" (William Hetrick); "Restructuring Schools with the Forgotten Solution: Community Education" (T. R. Anderson, John Jeffrey); "National Education Leaders Speak Out on Community Education" (Larry Decker, Donna Schoeny); "America 2000 and Community Education" (Carl Jensen); "Promises to Keep: Can America 2000 Deliver What American Students Need?" (Susan Hall); "The 'Sleeper' in America 2000" (David Seeley); "Legislative Leadership for Educational Reform" (John Myers); "Community Education and Educational Reform: Where the States Are Now" (Linda Moore); "South Carolina's Total Quality Education: A State Model for Community Education" (Barbara Nielsen, Nancy Dunlap); "Kentucky's Family Resource and Youth Service Centers: An Expanded Role for Community Education" (Ruby Layson); "Community Education: A Foundation for Educational Reform in Ohio" (Sherry Mullett); "Effective Schools and Community Education: A Partnership for Educational Change" (Jacquelyn Rochford); "Community Education: Adapting to the Needs of an Urban Community" (Hugh Rohrer, Dan Cady); "School and Community Working Together: Community Education in Springfield" (Susan Freedman, Peter Negroni); "Community Education in Alabama" (Harry Toothaker); "Community Education Capacity Building: 1991 National Needs Assessment" (Valerie Romney); "The Evolutionary Image versus the Existing State" (S. McCune); "A Call for Action" (Larry Decker, Valerie Romney); and "Epilogue" (James Cooper). The document also includes 64 references and descriptions of the National Coalition for Community Education, National Community Education Association, and National Committee for Citizens in Education. (NLA)

ED 344 068 CE 060 883

Kapes, Jerome T.; And Others
Instruments Used for Vocational Assessment in Texas: A Report of a Survey.
PUB DATE- 23 Feb 92

ED 344 086 CE 060 909

Spencer, Albert G.
Construction Systems. Curriculum Guide for Technology Education.
PUB DATE- 88
NOTE- 187p.; For related documents, see CE 060 907-913.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Building Trades; Citations (References); *Competence; Competency Based Education; *Construction (Process); Construction Management; Construction Materials; Course Content; Evaluation Criteria; Flooring; High Schools; *Laboratory Procedures; Learning Activities; Lesson Plans; Roofing; Site Development; Structural Building Systems; *Structural Elements (Construction); Student Evaluation; Teaching Methods; Technical Education; *Transportation; Units of Study
IDENTIFIERS- Technology Education

This curriculum guide for a 1-semester or 1-year course on construction systems is designed to acquaint students with the nature of the construction industry and its technology--tools, materials, and methods of construction--as well as the systems for planning and managing construction projects. The guide contains a course outline, competencies (task lists), student competency records, and management sheets. Management sheets, which serve as lesson outlines used for 1 or more days, include the following: an introduction, an enabling objective, a performance objective, an equipment and supplies list, a performance standard, suggested references for teachers and students, activities, and evaluation criteria. Some of the topics covered by the activities are as follows: introduction to construction, construction planning and management, earthwork and foundations, superstructures, exterior finishing and roofing, mechanical and electrical systems, insulation and interior finish, and special projects. The guide contains six appendixes: (1) a tool and equipment list; (2) a supply list; (3) a resource list of 18 books, 53 films, slide sets or videotapes, 4 software programs, and 5 kits for models; (4) a suggested facility layout; (5) a corner section drawing; and (6) definitions. (KC)

ED 344 087 CE 060 910

Joyner, Jerry E.
Manufactured Product Design and Planning. Curriculum Guide for Technology Education.
PUB DATE- 88
NOTE- 371p.; For related documents, see CE 060 907-913.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citations (References); *Competence; Competency Based Education; Course Content; *Creativity; Decision Making Skills; *Design; Design Requirements; Evaluation Criteria; *Laboratory Procedures; Learning Activities; Lesson Plans; *Manufacturing; Secondary Education; Student Evaluation; Teaching Methods; Technical Education; Units of Study
IDENTIFIERS- *Product Development; Technology Education

This curriculum for a 1-semester or 1-year course in product design and planning contains information about the following

ED 344 104 CE 060 941

Harris, Clark Richard
Leadership and Personal Development. Instructor Guide and Student Reference. Volume 24, Numbers 1 and 2.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Nov 91
NOTE- 210p.; Incorrect pages noted for Unit I, Lessons 5 and 6 in Table of Contents.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; Competency Based Education; Decision Making; Employment Interviews; Group Dynamics; Human Relations; *Individual Development; Job Application; Job Search Methods; Leadership Qualities; Leadership Responsibility; *Leadership Training; Meetings; Parliamentary Procedures; Resumes (Personal); Secondary Education; *Student Leadership; *Student Organizations; Teaching Guides; Teaching Methods
IDENTIFIERS- *Future Farmers of America

This volume combines two separately published documents, an instructor's guide and a student reference for a course on leadership and personal development. Each document consists of 3 units containing 17 lessons. Following acknowledgments, a foreword, table of contents, and student evaluation sheet are the three units: (1) Leadership I; (2) Leadership II; and (3) Leadership and Personal Development for Advanced Students. Introductory sections of the instructor guide discuss objectives, competencies, motivational technique or interest approach, evaluation, and references and materials. Leadership I contains six lessons on: personal development; the Future Farmers of America (FFA); FFA opportunities; becoming a member of the FFA; FFA members; and participating in meetings. Leadership II covers six topics which deal with: decision making; members' responsibilities; FFA program; communicating in groups; presentations; and parliamentary procedure. Five lessons for advanced students concern: resumes and applications; finding a job; applying and interviewing for a job; self-confidence and responsibility; and human relationships. Each lesson in the instructor's manual contains some or all of the following: objective; study questions; references; teaching procedures--introduction, motivation, assignment, supervised study, discussion, other activities, conclusion, competency, answers to evaluation, and answers to work sheet; evaluation; transparency masters; and work sheets. Each lesson in the student reference manual includes lesson contents, summary, credits, tables, and figures. (NLA)

ED 344 105 CE 060 942

Humphrey, John Kevin
Plant Science. Instructor Guide and Student Reference. Volume 24, Numbers 3 and 4.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Nov 91

ED 344 123 CG 024 116

Public School District Survey on Safe, Disciplined, and Drug-Free Schools. Contractor Report. E.D. Tabs.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 47p.; For teacher survey, see ED 338 996.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Discipline Policy; *Drinking; *Drug Education; *Drug Use; Elementary Secondary Education; National Surveys; *Public Schools; School Policy; *Superintendents
IDENTIFIERS- Drug Free Schools

This report is the third in a series presenting results from surveys on safe, disciplined, and drug-free schools. The introduction notes that the data were obtained from a survey of 739 public school superintendents. Among the highlighted results are the following: (1) nearly all public school districts were found to have written policies on general discipline and alcohol, drug, and tobacco use; (2) school principals and teachers were involved in these policies in over 90 percent of school districts surveyed; (3) the average number of hours drug use education was taught in each grade during the 1990-91 school year ranged from about 14 hours in kindergarten through third grade to about 20 hours in grades 4 through 6,, 21 hours in grades 7 through 9, and 18 hours in grades 10 through 12; (4) drug use education is offered in a variety of different ways; (5) more than 80 percent of the districts teach students about causes and effects of alcohol, drug, and tobacco use, how to resist peer pressure, and school alcohol, drug, and tobacco policies and enforcement; (6) police provided assistance or educational support to a great extent in promoting safe, disciplined, and drug-free schools, according to 42 percent of public school district superintendents; and (7) suspensions occurred on average about 26 times for every 1,000 students per public school district. (LLL)

ED 344 124 CG 024 117

Mosak, Harold H.
Ha Ha and Aha: The Role of Humor in Psychotherapy.
PUB DATE- 87
NOTE- 153p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Counseling Techniques; *Humor; *Psychotherapy

The use of humor in psychotherapy is discussed in this book. Part A focuses on humor itself. The first chapter discusses what makes things funny. The situational aspects of humor, witticism, joke-telling skills, ethnic humor, puns, and laughter are discussed. The second chapter presents three types of theories of humor: release-related theories; disparagement-related theories; and incongruity-related theories. The third chapter discusses the structure of the joke and presents 12 categories of jokes. Part B focuses on humor in psychotherapy. The fourth chapter discusses the role of humor in psychotherapy, including the role of humor in establishing a relationship and the role of humor in diagnosis. The fifth

DOCUMENT RESUME

ED 344 143 CG 024 136

Hollis, Joseph W.; Wantz, Richard A.
Counselor Preparation 1990-92: Programs, Personnel, Trends.
Seventh Edition.
PUB DATE- 90
NOTE- 539p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accreditation (Institutions); *Counselor Training; Graduate Study; Higher Education; Trend Analysis

This book is a report of the seventh national study of counselor preparation programs. Data are traced over 20 years to identify changes and trends. Only data supplied by counselor preparation programs in the 50 states, the District of Columbia, and all U.S. territories are included; no secondary sources were used. The trends identified in the book suggest that the two major emphases in 1970, rehabilitation counseling and school counseling, were joined by new interest in marriage and family, community agency, counseling psychology, private practice, and substance abuse counseling during the 1980s. Part A of this book describes the longitudinal study itself, the research design and data source, and applications of data. Part B focuses on counselor preparation institutions and faculty. Part C looks specifically at Master's degree programs while Part D concentrates on Doctoral degree programs. Part E is concerned with accreditation of programs. Part F looks at modification in programs, including courses added and dropped, degree and program changes, and anticipated changes for the future. Part G focuses on financial assistance and part-time employment. Part H, which takes up more than half the book, consists of detailed data for the programs surveyed. Responses from each academic unit are reproduced in this section and programs are listed alphabetically by state. The book concludes with a bibliography, index, notes about the authors, and a list of abbreviations. (NB)

ED 344 144 CG 024 137

Miller, Theodore K., Ed.; Winston, Roger B., Jr., Ed.
Administration and Leadership in Student Affairs. Actualizing
Student Development in Higher Education. Second Edition.
PUB DATE- 91
NOTE- 890p.
LANGUAGE- English
EDRS Price- EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Administration; Higher Education; Leadership; *Student Personnel Services; Student Personnel Workers; *Theories; *Theory Practice Relationship

This book, a revision of a 1983 edition, addresses both theoretical and practical issues faced by entry-level and mid-level practitioners who espouse a commitment to student development. Chapters include: (1) "Human Development and Higher Education" (Theodore Miller & Roger Winston, Jr.); (2) "Organizational Theory: A Primer" (George Kuh & Elizabeth Whitt); (3) "Organization Development: A Broad Net Intervention for Student Affairs" (Robert Conyne); (4) "Leadership in Student Affairs" (Richard Caple & Fred Newton); (5)

ED 344 162 CG 024 155

Ruther, Nicole M.; Richman, Charles L.
The Relationship between Mothers' Eating Restraint and Their Children's Attitudes and Behaviors.
PUB DATE- Mar 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Eating Habits; *Grade 4; Intermediate Grades; *Locus of Control; *Mothers; *Parent Influence; Preadolescents; *Self Esteem; Sex Differences

In recent years, society has emphasized the desirability of being thin. Although children may learn the attractiveness of being thin from society, another influential component may be their parents' attitudes toward food, eating, and eating restraint. This study investigated the dieting practices and beliefs in fourth-grade children and their mothers. The children's self-esteem, locus of control, and eating restraint were also assessed. Fifty children and their mothers completed an eating restraint scale; the children also completed measures of self-esteem and locus of control. Based on previous findings, children with higher eating restraint were expected to have lower self-esteem. Although the children's eating restraint, self-esteem, and locus of control were not related, the mothers' eating restraint was found to be positively related to their daughters' eating restraint and internality scores. No relationship was found between the mothers' eating restraint and their sons' eating restraint, locus of control, or self-concept measures. These findings can be interpreted in terms of same-sex identification processes. (Author/NB)

ED 344 163 CG 024 156

Chambliss, Catherine; And Others
Adolescents' View of Family Functioning: A Validation of the RES.
PUB DATE- 4 Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Delaware Valley Consortium of Colleges and Universities (5th, Collegeville, PA, April 4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Family Life; *Family Relationship; Friendship; High Schools; High School Students; Institutionalized Persons; Sex Differences; Sibling Relationship; *Test Validity
IDENTIFIERS- Relational Ethics Scale

The contextual model argues that people in a relationship must experience a sense of loyalty, fairness, and reciprocity in order to build commitment and trust and provide ongoing mutual care. The Relational Ethics Scale (RES), which assess key relational variables, was developed for use in empirical research to test the theoretical framework of this model. In this study, the Family/RES and Friend/RES were administered to adolescents from functional and dysfunctional families to determine if contextual variables could distinguish between these two types of families, for adolescents as they have for

DOCUMENT RESUME

ED 344 181 CG 024 174

Goldenberg, Myron Michael
Pharmacology for the Psychotherapist.
PUB DATE- 90
NOTE- 396p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Drug Addiction; *Drug Use; *Illegal Drug Use; *Pharmacology; *Psychotherapy
IDENTIFIERS- *Drugs

This book covers those areas of pharmacology that are of importance and interest to the psychotherapist. The 1st chapter introduces the various types of drugs. The 2nd chapter presents an overview of pharmacology and its principles. The 3rd chapter reviews aspects of the human body of importance to understanding the workings of psychotropic drugs. The 4th chapter explores the nature of psychopathology. The 5th chapter on antianxiety drugs begins with a review of anxiety. The 6th chapter on hypnotic drugs focuses on sleep, sleep disorders, and the drugs used to treat these problems. The 7th chapter explores the conditions of depression as a normal and healthy defensive response to stimuli, or as a pathological condition, and the use of drugs in their treatment. The 8th chapter focuses on the use of lithium. The 9th chapter discusses use of antipsychotic drugs. The 10th chapter covers the emotional and physical components of pain and the use of analgesics. The 11th chapter covers the traditional categories of grand mal, petit mal, psychomotor, and Jacksonian type seizures and antiepileptic drugs. The 12th chapter reviews the reproductive systems; the sexual dysfunctions; drugs that enhance sexual function; and drugs that have an adverse effect on sexual function. The 13th chapter examines substance abuse. The 14th chapter divides legal and illegal drugs into four categories: depressants; stimulants; highlighters; and hallucinogens. The 15th chapter presents an overview of treatment possibilities for substance abusers. (ABL)

ED 344 182 CS 010 880

Leatherwood, Prudence Lee
Cross-Age Tutorial Program To Increase Reading Comprehension through the Use of High Interest Activities Involving Reading.
PUB DATE- Jan 92
NOTE- 96p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Critical Thinking; Cross Age Teaching; Elementary Education; *Reading Attitudes; *Reading Comprehension; *Reading Improvement; Reading Strategies

A practicum used a program of high interest activities involving reading to address the problem of low reading comprehension grades and test scores of eight students in the second through fourth grades, who were an average of 1 year behind the norm in reading. The program's six units included a listening unit, computer technology unit, daily activities unit (including the newspaper, restaurant menus, cooking, TV Guide, and favorite magazines), drama unit, writing unit, and library unit. Each

ED 344 202 CS 010 914

Walters, Karol K.; Strode, Susan L.
Two Studies of the Effects of Annotation Training on College Students.
PUB DATE- Nov 91
NOTE- 9p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstracting; *College Students; Critical Thinking; Higher Education; Instructional Effectiveness; *Reading Comprehension; *Thinking Skills; *Writing Ability; Writing Research
IDENTIFIERS- Summarization

A study (the first of two studies) examined the effects that training in annotation writing had on college students' comprehension and summary writing abilities as compared with students who received a more traditional type of instruction. One half of the 144 university students enrolled in a college reading and study skills course received a treatment which consisted of training in annotation writing. The other half received a more traditional type of college reading instruction. Students completed pretests and posttests measuring comprehension and measuring summary writing. Results indicated that: (1) students in the annotation training group had scores which were statistically significantly greater for length, combined indexes, and efficiency ratios, but not for time, key ideas, comprehension, and peer evaluations. Findings of the first study suggest that students who received annotation training were able to produce succinct summaries. The second study determined the effects that training in annotation writing had on college students' critical and evaluative thinking. The subjects were 100 university students enrolled in a college reading and study skills course. Three of six classes received instruction in annotation writing. The three remaining classes received a more traditional type of college reading and study skills instruction. A critical judgments test was used as a pretest and posttest. Results indicated no statistically significant differences between the experimental and control groups. Findings suggest that annotation training did not appear to improve critical and evaluative thinking skills. (Two figures and one table of data are included.) (RS)

ED 344 203 CS 010 915

Williams, Steven F.
Active Questions.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Critical Thinking; High Schools; High School Students; *Instructional Effectiveness; *Questioning Techniques; *Science Instruction; *Student Attitudes
IDENTIFIERS- Questions

A study examined whether the technique of having students ask

DOCUMENT RESUME

ED 344 222 CS 213 276

Daniell, Beth
Composing (as) Power.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Literacy; Religion; Self Actualization; *Self Concept; *Self Evaluation (Individuals); *Writing (Composition)
IDENTIFIERS- *Al Anon; Alcoholics Anonymous; Self Affirmation; *Self Empowerment; Spirituality; Voice (Rhetoric)

A striving for something beyond ourselves is one way of defining spirituality, and, although spiritual and religious motives have traditionally impelled students to learn to read, the intersection of literacy and spirituality has gone largely unrecognized by scholars. Six women were interviewed about how they use literacy in their spiritual lives. All were members of Al Anon, aged 35-55, ranged from GED (Graduate Equivalency Degree) to masters student. Al-Anon, patterned after Alcoholics Anonymous, utilizes the "Twelve" Steps and is biased toward literacy. The women in the study wrote many different kinds of documents which were studied, including fourth steps, journals, "Dear God" letters, poems, stories, etc. Two of the subjects, Jennifer and Tommie, represent all of these genres and display a rich complexity of voice. Extensive quotes from their individual writings document their separate experiences. Three stages in their similar spiritual journeys can be outlined as follows: (1) "The healing came," associated with the "fearless moral inventory" of the fourth step. (2) "I had to let go of it being perfect, and then it became perfect," referring to the release of expectations; and (3) "We can't carry our message if we don't have our own language," which entails discovering the true power of each individual's own words. This last stage of attaining a personal language is similar to Bell Hooks's notion of "coming to voice." For both, the intersection of literacy and spirituality involves empowerment. (HB)

ED 344 223 CS 213 277

Woolbright, Meg
Scientific Writing: Tales from the Dark Side?
PUB DATE- Mar 92
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Writing; Educational Cooperation; Higher Education; *Team Teaching; Writing Instruction; Writing Laboratories
IDENTIFIERS- *Science Writing; *Siena College NY

In 1991, as an experiment, the Director of the Writing Center at Siena College (a comprehensive college with a Franciscan tradition, located in a suburb of Albany, New York), agreed to team-teach a "Scientific Writing" course with a colleague who

DOCUMENT RESUME

ED 344 242 CS 213 324

Zirinsky, Driek, Ed.; Strickland, James, Ed.
CSSEDC Quarterly. 1988.
PUB DATE- 88
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; Computer Centers; *Computers; Department Heads; *Departments; *English Instruction; Instructional Leadership; Secondary Education
IDENTIFIERS- English Teachers

These four issues of the CSSEDC Quarterly (Conference for Secondary School English Department Chairpersons) represent the quarterly for 1988. Articles in number 1 include: "Relearning Leadership" (Tom Jones); "The English Coalition Conference" (Robert Denham); "The Reluctant Writer and Word Processing" (James Strickland); "Teacher Aides: An Untapped Resource for Writing" (Kathleen Williams); and "Thoughts on Restructuring Schooling through Leadership" (Jerry Belon). Articles in number 2 include: "Literacy and Language Arts: It's Not Just Our Job Anymore" (Faith Delaney); "Capture the Butterfly" (David Fisher); "The Eloquence of Nil" (Robert Schnelle); "Striking the Same Chord: Reaching a Consensus in Grading Emphases" (Robert Perrin); "A True Job Description: One Reader Writes" (Martha Darter); and "Departmental Aerobics: Stretching Professional Muscles" (Shirley A. Lyster). The articles in numbers 3 and 4 deal with computer labs for English and include: "Word Processing: Changes in the Classroom; Changes in the Writer" (Tony Hughes); "The Writing Lab: Combining Teacher Expertise and Technology" (Susan Benjamin); "Sentence Examination Using the Word Processor" (Wendy Paterson); "Conferencing with Computers" (Neil Cosgrove); "Twenty Questions about the Department Computer Lab" (Nancy Traubitz); "Success with Writer's Workbench" (Kaye Jordan); "Creating a Community of Writers" (David H. Roberts); and "An Experiment with Computers and Composition" (Joyce S. Howe). (SR)

ED 344 243 CS 213 325

Strickland, James, Ed.
CSSEDC Quarterly. 1989.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Research; *College School Cooperation; *Departments; *English Instruction; High Schools; *Professional Development; *Writing Across the Curriculum
IDENTIFIERS- English Teachers; *Teacher Researchers

These four issues of the CSSEDC Quarterly (Conference for Secondary School English Department Chairpersons) represent the quarterly for 1989. Articles in number 1 deal with professional development, and include: "Sharing Expertise within a Department" (Martha R. Dolly); "Empowerment Develops a Computer Writing Center" (Norman L. Frey); "Videotapes for Inservice: An Expanding Resource for Teachers" (Allan Dittmer); "Observing Our Counterparts: A Professional Development Day" (Joy Marks Gray); and "Professional Study Groups: Collegiality for the Improvement of Instruction" (Ken Mitchell). Articles in number 2 discuss articulation programs and include: "The Co-Teaching

ED 344 262 CS 507 789

Poulakos, John
The Possibility of Rhetoric's Early Beginnings. The Van Zelst Lecture in Communication.
PUB DATE- 14 May 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancient History; *Greek Civilization; *Rhetoric
IDENTIFIERS- *Classical Rhetoric; Historical Background; Orators; *Sophists

Thanks to Mario Untersteiner and those who followed his example, the talk about the Sophists can be heard not only in rhetoricians' hallways, classroom, and convention halls but also in the hallways, classrooms, and convention halls of philologists, historians, philosophers, and literary critics. Sophistical rhetoric emerged in a culture of competition and spectacles and was shaped by the ethic of competition and the aesthetic of exhibition. Rhetoric, in turn, influenced the culture in which it was produced by making it more aware of the competitive practices and spectacular uses of the word. The Sophists construed public discursive practices themselves as examples of competition. For the Sophists, to be an orator meant treating audiences to discursive spectaculars, theatricalizing the word, and giving it power by making it appear beautiful. The Sophists responded to Hellenic culture's sweeping change from aristocracy to democracy in the mid-fifth century by accelerating its rate and enlarging its scope. Sophistical rhetoric helped strengthen the newly instituted democracy by forging a mentality aware of the centrality of persuasion in the coordination of sociopolitical action, and the resolution of human conflicts. Rhetorical studies have taken a sophistical turn, and it is the task of contemporary rhetoricians to account for this turn. (Twenty-two references are attached.) (RS)

ED 344 263 CS 507 790

Pathania, Geetika
"Soc.Culture.Indian": Computer Created Community for Indian Students and Professionals.
PUB DATE- Oct 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Content Analysis; Cultural Context; *Electronic Mail; *Foreign Students; Higher Education; Media Research; *Social Integration; Social Support Groups
IDENTIFIERS- *India; Uses and Gratifications Research

A study invoked the uses and gratifications framework to look at a computerized bulletin board used largely by Indian students. Computer printouts of the first 15 messages entered into the bulletin board for each of 7 consecutive days (for a total of 105 messages) were classified by a human coder into categories of surveillance, diversionary, cultural identity needs of the

DOCUMENT RESUME

ED 344 282 EA 023 675

Chinien, Chris A.; Boutin, France
Is Our Nation at Risk: Corporate Leaders Respond.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Corporate Support; *Educational Change; Elementary Secondary Education; Foreign Countries; Public Schools; *School Effectiveness; *School Restructuring
IDENTIFIERS- *Canada

In recent years the disquieting evidences regarding the poor performance of public education in the United States have led Americans to believe that their nation was at risk. This apprehension has been translated into numerous recommendations for educational reforms. A brief overview of the American public school system uses qualitative examples to illustrate its problems. In Canada the call for change in education has been less dramatic and alarming. However, increasingly business leaders are expressing their dissatisfaction with Canada's public schools. Widespread illiteracy and the significant proportion of high school dropouts provide some worrisome indicators about the performance of those schools. Canadian corporate leaders believe that its economic competitiveness as a nation is threatened because its public schools fail to prepare a significant number of young Canadians to face the challenges of an internationalized knowledge-based economy. Evidence to substantiate these concerns is drawn from qualitative and quantitative studies in the late 80s and early 90s. (20 references) (RR)

ED 344 283 EA 023 676

A Response to the National Education Goals.
PUB DATE- Sep 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; *Personnel Management; Personnel Selection; Recruitment; *Resource Staff; *School Personnel; Staff Development; *Staff Role; Staff Utilization

Information regarding the Bush Administration's six national education goals as they apply to personnel/human resource staff is presented in this report. Personnel/human resource staff, who are instrumental in providing effective teachers, will play a major role in achieving the nation's educational goals. Each goal statement is followed by a discussion regarding the relationship of personnel staff to the goal and an identification of specific areas that have implications for personnel-related staff. A conclusion is that personnel administrators' responses to the national goals can be translated into district action plans that require involvement in recruitment, selection, and staff development programs. (LMI)

ED 344 284 EA 023 705

Kentucky's Learning Goals and Valued Outcomes. Report Summary. Draft.
PUB DATE- Sep 91

DOCUMENT RESUME

ED 344 303 EA 023 870

Distinctive Features of Japanese Education. NIER Occasional Paper 01/91.
PUB DATE- 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Educational Development; *Educational Practices; Elementary Secondary Education; Family Role; Foreign Countries; Higher Education; Student Role; Study Habits; Teacher Responsibility
IDENTIFIERS- *Japan

For the past decade there has been a surge of international interest in Japanese education in the wake of its economic and technological successes. This paper discusses eight distinctive features of Japanese education, identifying their advantages and disadvantages and how they have been brought about. These eight features of Japanese schooling include: (1) childhood and adolescence often completely occupied with schooling; (2) privatized development of pre- and post-compulsory education; (3) preference for general education under the single-track system; (4) automatic promotion of classmates by seniority; (5) low enrollment of non-Japanese and adults in schools; (6) high educational achievement with little variation; (7) unique screening function of entrance examinations; and (8) autonomous school management. Japan is likely to experience certain difficulties in correcting the weaknesses and defects in its education system, or in adopting the virtues of foreign education systems. As a rule, foreign practices which are in harmony with Japanese culture, values, or ideas have been more successful in Japan than in their countries of origin. Those practices which are not in harmony have not been successful at all. (61 references) (LAP)

ED 344 304 EA 023 871

Reynolds, David
A Review of Achievements and Limitations in British School Effectiveness Research.
PUB DATE- Jan 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Assessment; *Educational Improvement; Educational Quality; *Educational Research; *Effective Schools Research; Elementary Secondary Education; Foreign Countries; Outcomes of Education; *Research Utilization; *School Effectiveness
IDENTIFIERS- *Great Britain

An overview of the achievements and limitations in British school effectiveness research is provided in this paper. In contrast to educational research conducted in the United States, school effectiveness and school improvement disciplines in Great Britain have only begun to emerge within the last 15 years. Topics discussed in this study include the effect of school size on students, differential effectiveness, the consistency of effectiveness over time, school effectiveness characteristics, the future of school effectiveness research in

DOCUMENT RESUME

ED 344 324   EA 023 898

Landen, Walt
Violence and Our Schools: What Can We Do?
PUB DATE- Feb 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board of Education Policy; Community Involvement; Dress Codes; Elementary Secondary Education; *Leadership Responsibility; Policy Formation; *Prevention; *School Safety; Search and Seizure; Social Values; *Violence
IDENTIFIERS- *Firearms; *Weapons

Many view the problem of violence as not merely a school problem, but as a much larger community problem that is finding its way into the schools. As a society, in addition to teaching our children how to be violent, we are giving them the tools of violence. There are steps that school board members can take to establish and maintain control of violence in schools. The first step is to develop an overall plan for school discipline and safety by collecting information and statistics to define the problem. Citizen advisory groups can be valuable sources of information and support. Areas for attention in developing policies regarding school violence include the curriculum, workshops for adults, extracurricular activities for students, and clearly stated rules and regulations. Examples are cited of school districts' approaches to violence. (MLF)

ED 344 325   EA 023 900

America 2000: Where School Leaders Stand.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; Educational Change; *Educational Improvement; *Educational Objectives; *Educational Planning; *Educational Quality; Educational Trends; Elementary Secondary Education; *Excellence in Education
IDENTIFIERS- *America 2000; *American Association of School Administrators

Views of school administrators about the future of American education and ways to improve it are presented in this booklet. The first section describes conditions of American education that must be addressed, such as leadership, collaboration, productivity, family environment, and learning. The second section outlines the America 2000 plan in terms of a four-part strategy and the six national education goals. Twelve recommendations contributed by a panel of educational leaders are explored in the third section. The panel posed numerous questions and developed position statements, some of which involve the following areas--new schools and world class standards, achievement tests, professional development, school-based management, school choice, differential pay for teachers, alternative teacher and principal certification, research and development, school/community collaboration, information

DOCUMENT RESUME

ED 344 346 EA 023 964

Fossey, Richard

School Choice Legislation: A Survey of the States. CPRE Occasional Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 92

NOTE- 11p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College School Cooperation; Dropout Programs; Elementary Secondary Education; Fiscal Capacity; *Free Choice Transfer Programs; Higher Education; Public Schools; Residential Schools; *School Choice; *State Legislation; State Surveys; *Transfer Policy

State legislatures have become increasingly willing to experiment with school choice. Since 1985, more than half the states have passed school choice laws. This article reports on a survey conducted in the summer of 1991 and updated in the fall of that year that focuses on state choice statutes. Six categories of school choice laws are discussed: (1) interdistrict transfer laws; (2) intradistrict transfer laws; (3) postsecondary enrollment option laws; (4) residential and special high schools for academically talented students; (5) educational clinics for high school dropouts; and (6) laws allowing private schools or special contractors to provide education to general school populations. A sidebar lists the states with programs in each category. Restrictions contained in the language of the laws reflect the pressures that legislatures are under when considering any school choice legislation: fiscal constraints; the desires of educational constituencies; and existing laws and court decisions that are the product of a national commitment to racially integrated schools. However, the school choice movement has been aided by the fact that state governments now pay a large share of the cost of public education, with many states providing for state aid to follow the student from the sending district to the receiving district. A second development that has aided the school choice movement is a growing consensus among state lawmakers that school choice can be an effective strategy for improving schools. (11 references) (MLF)

ED 344 347 EA 024 074

Alsalam, Nabeel; And Others

The Condition of Education, 1992.

PUB DATE- Jun 92

NOTE- 446p.; For 1991 edition (in 2 volumes), see ED 330 121-122.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Access to Education; Curriculum; *Educational Assessment; Educational Environment; Educational Finance; Educational Quality; *Educational Resources; Educational Trends; *Elementary Secondary Education; Enrollment; Ethnic Distribution; Government Publications; Institutional Characteristics; Outcomes of Education; *Postsecondary Education; *School Demography; *School Statistics; Student Characteristics; Surveys; Tables (Data)

IDENTIFIERS- *Indicators

DOCUMENT RESUME

ED 344 365 EC 301 091

Woodruff, Geneva; Anson, Christopher R.
Project WIN: A Direct Service Program for Handicapped Children (Birth to Six) Who Are At Risk for or Diagnosed with HIV Infection and Their IV Drug Using Parents. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Dec 89
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Agency Cooperation; Community Programs; Demonstration Programs; *Early Intervention; Handicap Identification; Interdisciplinary Approach; Models; Preschool Children; Preschool Education; *Special Health Problems; Young Children
IDENTIFIERS- Case Management; Individualized Family Service Plans

This final report describes Project WIN, a 3-year demonstration project in Massachusetts which served children diagnosed as HIV (human immunodeficiency virus) positive and their intravenous drug using parents. The transagency community based model was designed to serve the educational, medical, therapeutic and social needs of 25 preschool children a year and their families. Specific project goals included establishment and operationalization of a Transagency Board, implementation of casefinding efforts among community agencies, provision of home-based early intervention services, and dissemination of information to professionals and the public. Specifically the WIN model is comprised of six major program components: (1) referral, screening and intake; (2) transdisciplinary team assessment of child and family; (3) transagency board coordination; (4) individual family service plan completion; (5) home based intervention; and (6) case management. Individual chapters provide details about: (1) goals and objectives of the project; (2) theories or findings underlying the project's approach; (3) description of the training model; (4) description of the project's activities and accomplishments; (5) methodological or logistical issues; (6) evaluation findings and project impact; and (7) other sources of information. Appendixes include lists of the WIN Board members and presentations made, the Board opinion survey, a sample individualized family service plan, and a goal attainment scale. (49 references) (DB)

ED 344 366 EC 301 092

Garland, Corinne W.; Buck, Deana M.
Project Trans/Team Inservice Training Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Jan 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; At Risk Persons; Change Agents; *Disabilities; Family Programs; *Infants; *Inservice Education; Instructional Materials; Interdisciplinary Approach; *Needs Assessment; Preschool Education; *Staff Development; Teamwork;

DOCUMENT RESUME

ED 344 385 EC 301 114

Schlosser, Grace; Millar, Garnet
Special Education Professional Development and Training in Alberta: A Status Report.
PUB DATE- Jun 91
NOTE- 161p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Continuing Education; Course Content; *Disabilities; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Mainstreaming; Needs Assessment; Paraprofessional School Personnel; Postsecondary Education; Preservice Teacher Education; *Regular and Special Education Relationship; Social Integration; *Special Education; Staff Development
IDENTIFIERS- Alberta

This report documents the status of professional development and training for school personnel who work with students with disabilities in Alberta (Canada). A comprehensive review of postsecondary programs and courses was undertaken to determine required and optional courses containing special education content. Advocacy groups/associations were contacted to determine inservice planned for their membership. Among findings concerning programs and courses at Alberta universities and colleges were the following: most university students trained to teach in regular classes have little or no preparation in special education; university courses that have special education content do not emphasize integration practices for the regular classroom teacher; and college students in the rehabilitation services or teacher assistant programs receive more special education content than do most practicing classroom teachers. Other findings indicated that few associations/advocacy groups provide regular professional development for their members and the public; that there is a need for more and ongoing training for paraprofessionals; that practicing teachers prefer the workshop format for professional development; and that high priority topics for professional development are teaching strategies and integration of exceptional students into regular programs. Appendices provide descriptions of special education courses at 16 Alberta colleges as well as the sample survey instrument. (DB)

ED 344 386 EC 301 115

We All Have Different Faces Packet .
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitude Change; Classroom Techniques; Discussion (Teaching Technique); Elementary Secondary Education; Emotional Adjustment; Foreign Countries; Peer Acceptance; *Physical Attractiveness; Self Esteem; Social Bias; *Special Health Problems
IDENTIFIERS- *Facial Disfigurement

ED 344 405 EC 301 134

Bireley, Marlene
Conceptions of Intelligence and Giftedness.
PUB DATE- Mar 92
NOTE- 8p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Processes; Definitions; *Educational Psychology; *Gifted; *Intelligence; Metacognition; Models; *Talent; Theories
IDENTIFIERS- Das (J P); Gardner (Howard); Luria (A R); Renzulli (Joseph); Sternberg (Robert)

This paper presents a review of the major ideas on the nature of intelligence and giftedness. Especially noted are theories of Howard Gardner, Robert Sternberg, and J.P. Das. Gardner expanded traditional notions of intelligence to include such talents as spatial ability, musical intelligence, bodily-kinesthetic intelligence, and interpersonal and intrapersonal intelligences. Sternberg identified seven metaphors for the mind and intelligence (geographic, computational, biological, epistemological, anthropological, sociological, and systems) and proposed a triarchic theory of intelligence consisting of three elements: metacomponents, performance components, and knowledge acquisition components. Subtheories specify the internal mental mechanisms that lead to intelligent behavior, the role of experience, and adaptation to the external world. The work of Das follows the ideas of the Russian psychologist, A.F. Luria. It sees the brain as involving an arousal system, a sensory reception and integration system, and a system for programming, regulation and verification of activity. A model of information integration replacing the conventional model of intelligence has been developed based upon planning, attention, simultaneous and successive processes. Also noted are ideas of Joseph Renzulli and others and the political implications of these ideas for gifted education in Ohio. (21 references) (DB)

ED 344 406 EC 301 135

Shaklee, Beverly D.; Hansford, Susan
Identification of Underserved Populations: Focus on Preschool and Primary Children.
PUB DATE- Mar 92
NOTE- 7p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Identification; Delivery Systems; Early Childhood Education; *Educational Change; Educational Needs; Financial Support; *Gifted; *Portfolios (Background Materials); School Districts; State Aid; Student Evaluation; Talent Identification
IDENTIFIERS- *Portfolio Approach

This analysis of underserved gifted preschool and primary children explores the identification of gifted children from the current perspective, examines the impact of current identification practices on underserved populations, outlines

ED 344 425 FL 019 725

Life Support Systems. Environment Booklet 1. Teacher's Edition=Sistemas vitales. Libro del medio ambiente 1. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 427p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; *Conservation (Environment); Culture Conflict; *Ecology; *Environmental Education; *Forestry; Glossaries; Learning Modules; *Marine Biology; Secondary Education; Skill Development; Social Studies; Thinking Skills
IDENTIFIERS- *Deserts

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical, except for occasional marginal notes in the latter. This booklet begins with an introduction to ecology and continues with the theme of life support systems. Three case studies address: a forest ecosystem as described by a giant sequoia tree; interdependence of humans and marine environment in a fishing village; and the delicate natural balance of a desert ecosystem and conflict in values between two cultures. A glossary and lists of resource materials are included. (MSE)

ED 344 426 FL 019 726

Limited Resources, Unlimited Wants. Environment Booklet 2. Teacher's Edition=Recursos limitados, deseos ilimitados. Libro del medio ambiente 2. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 449p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; Bilingual Instructional Materials;

DOCUMENT RESUME

ED 344 443 FL 019 871

Gungab, Voltaire
Pilipino Language Arts Level One--Interaction. Reader: "Friends, Companions, and Fellows" and Teacher's Handbook and Student Workbook=Sining ng Wika Unang Antas--Pakikisalamuha. Reader: Kaibigan, Kasama, at Kapuwa and Hanbuk ng Guro and Gawaing-aklat ng Mag-aaral.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
NOTE- 407p.; For related documents, including kindergarten version, see FL 019 866-871.
LANGUAGE- English; Tagalog
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; Curriculum; *Filipino Americans; Grade 1; Grade 2; Human Relations; *Interaction; *Interpersonal Relationship; *Language Arts; Primary Education; Reading Materials; Resource Materials; *Tagalog; Teaching Guides; Uncommonly Taught Languages

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in grades 1 and 2 is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and interaction. It covers four basic areas of language development: listening, speaking, reading, and writing, with emphasis on reading. The "Interaction Kit" includes: (1) a student reader (a collection of eight to ten selections with topics linked to the AABC social studies core curriculum); (2) teacher's handbook that includes lessons, games, evaluative test and student profile, and resource materials; and (3) a student workbook that provides tasks focusing on phonic, structural, comprehension, and study skills as well as vocabulary development and practice. Four themes are stressed in this bilingual program: child, family, community, and natural environment. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB)

ED 344 444 FL 019 873

O Baoill, Donall P., Ed.
TEANGA: Journal of the Irish Association for Applied Linguistics, Number 2 = Iris Chumann na Teangeolaiochta Feidhmi, Uimhir 2.
PUB DATE- 81
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Auditory Perception; Bilingualism; Children; Curriculum Development; Deafness; Elementary Secondary Education; *English; English (Second Language); Error Analysis (Language); Foreign Countries; French; Grammar; Higher Education; Independent Study; *Interference (Language); Irish; *Language Acquisition; Language Research; *Linguistics; Phonetics; *Phonology; Preschool Education; Remedial Instruction; Research Methodology; Research Projects; Research Tools; Second Language

Security Policies and Developments in the People's Republic of China (PRC)" (Liu); "Long-Term Care for the Elderly in China" (Liang, Gu); "Retirement Policy, Health and Social Services for the Elderly in Shanghai" (Wong); "Informal Social Support Systems in China" (Liu); "Cognitive Impairment among the Elderly in Shanghai, China" (Yu et al.); "Intergenerational Relations in Contemporary China--Descriptive Findings from Shanghai" (Barusch et al.); "Family Structure and Elderly Problems in Taiwan" (Shu); "Taipei Municipal Government Budgetary Issues for Elderly Services" (Bai); "The Family as a Social Welfare Support System for the Elderly in Taipei, Taiwan, Republic of China" (Yang); "Need of the Elderly for Home Care Services in a Changing Society--The Case of Taipei Metropolitan City" (Chan); "Survey of an Interdisciplinary Study on Aging in Taipei--Sample, Instrument and Interview" (Hsieh); "Welfare Policies for the Aged on Both Sides of the Taiwan Strait--A Comparison" (Tsai); "The Coping Behavior of Caregivers in Hong Kong" (Kwan); "Segregated Housing and Residential Services for the Chinese Elderly in Hong Kong" (Ngan); "Social Support Networks for the Elderly in a High Rise Public Housing Estate in Singapore" (Cheung); "The Impact of Living Arrangements of the Elderly on Government Programs in Thailand" (Wongsith); "Operation and Development of Programs for Community Care for the Low Income Elderly in Seoul" (Cho); "Indicators of Health Status of Older People in Korea" (Koh); "The Korean-American Urban Elderly" (Kim, Kim); "The Roles of Government, Family, and the Elderly Individual Caring for Older Persons in Japan" (Maeda); "An Overview of Aging in the Western Pacific" (Andrews); "Gerontology in Higher Education in the United States" (Rich); "A Theoretical Overview of Ageism in the United States: Criticisms and Proposals toward a New Outlook" (Jan, Thacker); "Direct Care Personnel Shortages in Long-Term Care: Global Implications" (Cowart); "Quality of Care in Sheltered Housing--Regulation or Education?" (Streib); and "Financial Models for Long-Term Care: USA" (Sutton-Bell). (NLA)

ED 343 995 CE 060 304

Norton, Robert E.
Report of the Consultancy on Evaluation of the VITB Curriculum Model. A Comprehensive Review of the Curriculum Development Model and Process Used by the Vocational & Industrial Training Board of Singapore (For the Periods 19 February-7 March and 2-25 April, 1990).
PUB DATE- 90
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Apprenticeships; Certification; Competency Based Education; *Curriculum Development; Foreign Countries; *Industrial Training; Postsecondary Education; Program Evaluation; *Program Improvement; Secondary Education; Service Occupations; Task Analysis; *Trade and Industrial Education; Training Methods; Vocational Education
IDENTIFIERS- *Singapore

The Vocational and Industrial Training Board (VITB) of Singapore commissioned a review of its curriculum development process in order to identify ways that the process can be made more effective and efficient for trainees. The methodology included briefings, site visits, interviews, and review of curriculum documents. The following strengths of the process were found: high quality curriculum products; dedicated, skilled staff; use of new curriculum processes; state-of-the-art training to develop a model for women in that field, were evaluated. A formative evaluation showed that intense development and implementation activity enabled achievement of first-year goals and objectives during the 1990-91 year. Procedures to accomplish objectives were effective. Recruitment of female students significantly increased, and retention of all women in technical education was up slightly. Although money was unavailable to contract with private consultants, the project leveraged community service and state resources successfully to expand program capability. Program impact was felt in the following areas: female student interaction with the Women's Resource Center; on-campus networking between faculty and project staff; department participation with the center; and volunteer participation. Indicators of institutional effectiveness and performance measures to evaluate effectiveness were being established. (Following the brief report is a longer appendix that details progress of objective achievement. A summary chart indicates first-year objectives, due date, and activities accomplished. More specific details of the activities are then provided in outline form.) (YLB)

ED 344 013 CE 060 739

SUCCESS (Students Utilizing Collin County's Educational and Service Systems). A Model Cooperative Education-based Community Service Program.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- May 91
NOTE- 172p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; Community Change; Community Colleges; Community Involvement; *Community Programs; *Cooperative Education; *Demonstration Programs; Public Agencies; *Public Service; *School Community Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- *Service Learning

During the 1990-91 funding year, Collin County Community College (Texas) piloted a service-learning program, Students Utilizing Collin County's Educational and Service Systems (SUCCESS). SUCCESS involved students in community service activities for learning both about their careers and about their capabilities as agents for community change. The program provided opportunities through service agencies for vocational-technical students as a part of the curriculum for elective credit. The program was available to students of diverse abilities, backgrounds, levels of maturity, and academic achievement. Stipends were provided for participants. The SUCCESS Consortium, a fund-raising system, and Career-based Service Learning components were initiated at the college. This document contains six sections of which the first four deal with: (1) the SUCCESS Model Program--purpose and description; (2) program implementation of the SUCCESS Model Program; (3) student/agency profiles; and (4) evaluation. The last two sections consist, respectively, of acknowledgements and a 23-item annotated bibliography. Thirteen appendices form the bulk of this document. They contain: (1) a description of the SUCCESS structure organizational/consortium; (2) a list of advisory board members; (3) letters of support; (4) program a small business; and to provide knowledge about marketing craft products. An advisory committee was established, instructors were recruited to teach crafts and entrepreneurship concurrently, and an exhibit of the work produced was held at the end of the program. Nineteen women participated in the craft program. Part of its success stemmed from the participants' ability to get an immediate reward for skills learned in each session. The entrepreneurship program focused on running a small business, financing, making a business plan, and marketing principles and strategies. Although sessions were well presented, evaluations indicated that the presenter was either too general in approach or was too advanced for the group. Overall ratings for the two programs were in the good to excellent range. Recommendations were made to improve the crafts and entrepreneurship programs. (Attachments, amounting to over one-half of the report, include the following: program organization chart; schedule of workshops; advisory board members list; financial statement; and art and craft program and entrepreneur program materials, such as staff names, schedule participants list, questionnaire, and evaluation form.) (YLB)

ED 344 032 CE 060 782

Wells, Randall L.; Gaus, Donna
Follow-up Study of Graduates Who Entered Nontraditional Careers. Final Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- Jun 87
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Career Counseling; Cooperative Education; Graduate Surveys; High Schools; *Job Placement; *Nontraditional Occupations; Postsecondary Education; Sex Bias; Sex Discrimination; *Sex Fairness; Sex Stereotypes; State Surveys; Student Attitudes; *Student Recruitment; *Vocational Education
IDENTIFIERS- *Kentucky

A project assessed progress made in eliminating sex bias, stereotyping, and discrimination in vocational education as reported by graduates who had prepared for and entered nontraditional careers. A literature search on sex bias and stereotyping in education was conducted to assist in development of the survey instrument administered to graduates. The instrument examined the presence of sex bias, stereotyping, and discrimination in recruitment, instruction, counseling, and placement activities in vocational education. Graduates also responded to several items about sex bias in cooperative education and support and encouragement for single parents in vocational education. Of 231 male and female graduates in the sample, 36 returned usable and completed instruments. Of 27 employers, 18 completed the Osmond-Martin Sex Role Attitude Scale. Graduates believed that teachers treated students of both sexes equally. Responses to items about verbal sex bias were consistent with graduates' statements; responses to items about nonverbal sex bias were not. Generally, graduates claimed that their school treated students equally regarding recruitment and placement practice. A majority felt that counselors were supportive of their decision to enter nontraditional careers but did not provide vital information about sex inequities and legal remedies. Employers' sex-role project, in which colleges are testing principles that underpin all good quality learning programs. Important findings and examples are outlined under the five headings corresponding to the five draft principles: curriculum development, action planning, teaching and learning strategies, recording and reviewing learning, and institutional management of core skills development. Section 2 is an invitation to readers to offer comments to FEU on the possible purposes of core skills and some other key issues. Section 3 consists of an update on the national core skills initiative and related developments, including National Vocational Qualifications and ordinary and advanced diplomas. The table in Section 4 provides a guide to the ways in which some current core skills-related terminology is used. For each term, an interpretation, source of usage, and list of skills/characteristics are presented. (YLB)

ED 344 050 CE 060 823

TDLB Standards in Further Education.
PUB DATE- Feb 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Competency Based Teacher Education; Educational Certificates; Educational Quality; *Faculty Development; Foreign Countries; Human Resources; *Personnel Management; Postsecondary Education; Preservice Teacher Education; *Staff Development; *Standards; *Teacher Certification; *Teacher Education; Teacher Qualifications; Technical Institutes
IDENTIFIERS- Great Britain

Great Britain's Further Education Unit (FEU) completed field trials of the Training and Development Lead Body (TDLB) standards to explore the relevance of these national standards to staff in further education (FE). Seventeen colleges and four local education agencies that participated in field trials represented a cross-section of further education. A total of 121 participants explored the application and relevance of the TDLB standards to the roles of lecturer, middle manager, and staff developer in further education. They provided detailed feedback on the elements, performance criteria, range indicators, and the TDLB draft qualifications framework. As a result of the field trials and related projects, a number of amendments and additions were made to the TDLB standards. FEU designed a draft qualifications framework for staff in FE, based on TDLB standards. The design of these qualifications was intended to fulfill the proposed design principles. Draft qualifications were provisionally proposed for the following positions: lecturer, manager, staff mentor, staff development provider, and staff development manager. Provision of access to a standards-based qualification system for staff in FE gave rise to a need for an appropriate infrastructure for mentoring and assessment. Resource implications were also considered. (YLB)

ED 344 051 CE 060 825

Hartley, Nancy K.; And Others
An Analysis of the Professional Development Needs of Colorado Vocational Educators. Final Report.
PUB DATE- 25 Jun 90
NOTE- 72p.
LANGUAGE- English

NOTE- 21p.; Paper presented at the Texas Vocational Special Needs Statewide Conference (Austin, TX, February 23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Tests; Compliance (Legal); Disabilities; Disadvantaged; Educational Legislation; Federal Aid; Federal Legislation; *Interest Inventories; Measures (Individuals); Postsecondary Education; Secondary Education; Special Education; *Special Needs Students; State Surveys; Teacher Attitudes; Use Studies; *Vocational Evaluation; *Work Sample Tests
IDENTIFIERS- *Texas

An investigation was made of the use of vocational assessment instruments with students with special needs as part of the requirements of the Carl D. Perkins Vocational Education Act. Coordinators at the 20 regional Educational Service Centers in Texas distributed surveys to personnel in each district who were responsible for vocational assessment. The process resulted in a total of 130 completed survey instruments. Special education personnel were the most frequent responders; resulting survey information was likely biased in the direction of assessments of persons with disabilities. The survey requested information in these categories: aptitude tests, interest inventories, combination instruments, work samples, other instruments, instruments currently being considered for use, and opinions of instruments being used. A total of 12 instruments emerged as most used: Career Ability Placement Survey, Occupational Aptitude Survey and Interest Schedule, Differential Aptitude Test, Becker Reading-Free Vocational Interest Inventory, Career Occupational Preference System, Wide-Range Interest-Opinion Test, Pictoral Inventory of Careers, Apticom, McCarron-Dial Evaluation System, Talent Assessment Program System, Social and Prevocational Information Battery, and Vocational Training Inventory & Exploration Survey. Findings indicated uncertainty about what the instruments were designed to measure, mixed satisfaction with instruments used, and no emergence of instruments with a uniformly positive rating. (Ten data tables are attached.) (YLB)

ED 344 069 CE 060 886

Irwin, John L.
An Investigation into Computer Aided Drafting and Design (CADD) in the Saginaw Area from the Viewpoint of Mechanical Drafting and Design Employers.
PUB DATE- 92
NOTE- 68p.; M.S. Thesis, Ferris State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Computer Assisted Design; *Drafting; *Electromechanical Technology; *Employer Attitudes; Engineering Drawing; High Schools; Inservice Education; Job Training; Literature Reviews; Machine Tools; Manufacturing Industry; *Mechanical Design Technicians; Mechanics (Process); Postsecondary Education; Surveys; Technical Education; Use Studies
IDENTIFIERS- Michigan (Saginaw)

The extent to which computer-aided drafting and design (CADD) was being used in local businesses in Saginaw, Michigan, was investigated. Focuses of a literature review were types of CADD systems, categories of CADD users, and the symbiotic topics: creativity, idea production techniques, problem solving, design fundamentals, design requirements, graphic communication, materials and processes, and safety. Course content is organized around the laboratory activities necessary to design and produce products. Some of the topics covered include the following: introduction to design; orthographic drawing, sketching, and dimensioning; graphic design; design in wood, plastic, and metal; individual project construction; and idea production techniques and cognitive-creative abilities. The guide contains competencies (task lists), student competency records, and management sheets. Management sheets, which serve as lesson outlines covering 1 or more days, include the following: an introduction, the performance objective, a task/competency statement, an equipment and supplies list, a performance standard, suggested references for teacher and student, activities, and evaluation criteria. Appendixes have the the following contents: definitions; course outlines; supplies and equipment lists; a suggested facility layout; information on creativity, pencil rendering techniques, ink rendering techniques, design requirements, human factors, design principles, the design process, idea production techniques, and cognitive creative abilities; sample design problems; a sample copyright form; evaluation criteria; and a 25-item bibliography. (KC)

ED 344 088   CE 060 911

Lloyd, Theodore J.
Manufacturing Systems. Curriculum Guide for Technology Education.
PUB DATE- 88
NOTE- 208p.; for related documents, see CE 060 907-913.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citations (References); *Competence; Competency Based Education; *Course Content; Evaluation Criteria; *Laboratory Procedures; Learning Activities; Lesson Plans; *Manufacturing; Marketing; *Mass Production; Quality Control; Secondary Education; Student Evaluation; Teaching Methods; Technical Education; Units of Study
IDENTIFIERS- Technology Education

This curriculum for a 1-semester or 1-year course in manufacturing is designed to give students experience in applying knowledge from other courses and some basic production skills as they become involved in a manufacturing enterprise. Course content is organized around the laboratory activities necessary to organize and operate a process to mass produce and market a product. The following topics are covered: manufacturing overview, personnel, product design, marketing, finance, plant engineering, materials management, manufacturing engineering, quality control, production control, and methods engineering. The guide contains competencies (task lists), student competency records, and management sheets. Management sheets, which serve as lesson outlines covering 1 or more days, include the following: an introduction, the performance objective, a task/competency statement; an equipment and supplies list, a performance standard, suggested references for teacher and student; activities; and the evaluation criteria. Appendixes have the following contents: course outline; job description form; job application; employee records; problem-solving model; types of research; survey forms; sources of financing; basic safety rules; types of plant layout; policies and procedures; tooling design sheet; quality control

NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; Competency Based Education; *Horticulture; Pests; Photosynthesis; *Plant Growth; Plant Identification; Plant Pathology; *Plants (Botany); Reproduction (Biology); Secondary Education; Teaching Guides; Weeds
IDENTIFIERS- *Germination; Plant Physiology

This document consists of two separately published guides for a course on plant science: an instructor's guide and a student's reference manual. Each part consists of eight lessons and cover the following topics: (1) importance of plants; (2) classification of plants; (3) plant growth factors; (4) weeds, diseases, insects; (5) germination; (6) photosynthesis and respiration; (7) reproduction--sexual and asexual; and (8) plant genetics. Introductory matter in the instructor's guide includes the following: major competency profile; objectives; competencies; motivational technique or interest approach; evaluation; and references and materials. Each lesson in the instructor's guide contains some or all of the following: objective; study questions; references; teaching procedures--introduction, motivation, assignment, supervised study, discussion, other activities, conclusion, competency, answers to evaluation, and answers to work sheet; evaluation; and transparency masters. Each lesson in the student reference manual consists of lesson contents, summary, credits, tables, and figures. (NLA)

ED 344 106 CE 060 943

Humphrey, John Kevin
Crop Science. Instructor Guide and Student Reference. Volume 24, Numbers 5 and 6.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jan 92
NOTE- 142p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; *Agricultural Production; *Agronomy; Competency Based Education; Grains (Food); *Harvesting; *Horticulture; Instructional Materials; Pesticides; Pests; *Plant Identification; Secondary Education; Teaching Guides; Weeds
IDENTIFIERS- Forage Crops; Insects; Irrigation

This document consists of two separately published guides for a course on crop science: an instructor's guide and a student's reference manual. Each part contains nine lessons on the following topics: (1) economic importance of crops; (2) crop uses (products and byproducts); (3) plant and seed identification; (4) certified seed and variety selection; (5) stand establishment; (6) managing the crop; (7) harvesting and storing grains; (8) harvesting and storing forages; and (9) chapter discusses the role of humor in interpretation; the sixth chapter discusses turning the client around with humor; the seventh chapter presents humor as a criterion for termination; and the eighth chapter relates humor to the therapist's skill. Part C presents 45 pages of jokes to be used in psychotherapy. (ABL)

ED 344 125   CG 024 118

Tang, Thomas Li-Ping; Butler, Edie Aguilar
Attributions of Quality Circles' Failure: Differences among Top Management, Supporting Staff, and Quality Circle Members.
PUB DATE- Apr 92
NOTE- 9p.; Portions of this paper were presented at the Annual Convention of the Southwestern Psychological Association (38th, Austin, TX, April 16-18, 1992). For related paper, see ED 341 930.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Attitudes; *Causal Models; *Employees; *Failure; *Quality Circles

For the past two decades, Japanese management practices have attracted a great deal of attention in the United States. Quality Circles (QCs) have been considered to be one of the most promising approaches to improving American workers' productivity. QCs are defined as small groups of employees from the same work area who meet to identify, analyze, and solve various work-related problems, and to make recommendations to management. In Japan, QC activity in chemical industries has declined significantly over the years. In the United States, QC programs have failed in more than 60 to 75 percent of the organizations in which they have been tried. This study examined the attributional differences among top management, supporting staff, and QC members. Research data were collected from a structures fabrication and assembly plant in the southwestern United States. A total of 100 employees from a cross-section of the organization completed a survey questionnaire. These participants were selected due to their experience, knowledge, and involvement in QCs. The attributional differences among top-level managers, the supporting staff, and QC members were examined using a multivariate analysis of variance. The results revealed significant differences among the three groups on seven variables. It appears that the participants are making defensive attributions concerning the failure of QCs. (LLL)

ED 344 126   CG 024 119

Tang, Thomas Li-Ping
The Development of a Short Measure of the Money Ethic Scale.
PUB DATE- Apr 92
NOTE- 12p.; Portions of this paper were presented at the Annual Convention of the Southwestern Psychological Association (38th, Austin, TX, April 16-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Behavior Patterns; *Ethics; Job Performance
IDENTIFIERS- *Money

Money has a significant impact on people's motivation, behavior, "Administrative and Management Theories: Tools for Change" (Don Creamer & Pamela Frederick); (6) "Managing College Environments: Theory and Practice" (C. Carney Strange); (7) "Using Theory in Practice in Student Affairs" (Robert Rodgers); (8) "Student Affairs Profession: A Developmental Perspective" (D. Stanley Carpenter); (9) "Today's Students: Diverse Needs Require Comprehensive Responses" (Barbara Jacoby); (10) "Ethical Professional Practice in Student Affairs" (Roger Winston, Jr. & Sue Saunders); (11) "Standards of Professional Practice" (Phyllis Mable & Theodore Miller); (12) "Legal Issues in the Administration of Student Affairs" (Donald Gehring); (13) "Legal Issues and Employment Practice in Student Affairs" (Patricia Hollander & D. Parker Young); (14) "Human Resource Management: Professional Preparation and Staff Selection" (Roger Winston, Jr. & Theodore Miller); (15) "Supervision and Evaluation: Selected Topics for Emerging Professionals" (John Schuh & Wayne Carlisle); (16) "Students As Professionals" (Steven Ender); (17) "Staff Development: Personal and Professional Education" (David DeCoster & Suzanne Brown); (18) "Fiscal Resource Management: Background and Relevance for Student Affairs" (Dwight Douglas); (19) "Managing Physical Facilities" (Daniel Hallenbeck); (20) "Student Affairs Administrators as Institutional Leaders" (Louis Stamatakos); (21) "Program Development and Implementation" (Margaret Barr & Michael Cuyjet); (22) "Student Outcome Assessment in Student Affairs" (T. Dary Erwin, Robert Scott & Alfred Menard, Jr.); and (23) "Issues Facing Student Affairs Professionals" (William Moore). The American College Personnel Association's Statement of Ethical Principles and Standards, "An Introduction to Legal Research" by Donald Gehring, and the Council for the Advancement of Standard's document, "Standards for Student Services/Development Programs" are appended. (NB)

ED 344 145   CG 024 138

Capuzzi, Dave; Golden, Larry
Preventing Adolescent Suicide.
PUB DATE- 88
NOTE- 490p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from
  EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; American Indians; At Risk Persons;
  College Students; Higher Education; Identification; Individual
  Characteristics; Intervention; Legal Responsibility;
  *Prevention; Profiles; *Suicide

This book deals with the realities of adolescent suicide. It consists of 15 chapters organized under 5 major headings: The Problem of Adolescent Suicide (chapters 1 and 2); A Profile of the Attempter (chapters 3-6); Assessing Lethality (chapters 7 and 8); Prevention and Intervention (chapters 9-14); and Legal Issues (chapter 15). Individual chapters include: (1) "Adolescent Suicide: An Introduction to Issues and Interventions" (Dave Capuzzi & Larry Golden); (2) "Societal Trends and the World of the Adolescent" (Jan Gill-Wigal); (3) "Behavioral Indicators" (Arlene Metha & Helen Dunham); (4) "Personality Variables" (Sharla Nichols & Daniel Fasko, Jr.); (5) "Thinking Patterns and Motivation" (Patricia Velkoff & Thomas Huberty); (6) "Depression" (J. Jeffries McWhirter & Timothy Kigin); (7) "Psychological Assessment" (Fred Alberts, Jr.); (8) "'Signatures' of Suicide" (Carol Tomlinson-Keasey & Charles Blake Keasey); (9) "Overview of Prevention" (Richard Nelson); (10) "A Model Prevention Program" (Beverly Celotta, adults in previous research. Subjects from dysfunctional families were 32 female and 18 male state-adjudicated dependent adolescents removed from their homes due to severe parental problems. Subjects from functional families were 125 female and 90 male high school students who lived with at least one parent or guardian. The findings revealed that adolescents from dysfunctional families rated their families more negatively than did adolescents from functional families. All subjects rated sibling relationships more positively than family relationships, and friendships were rated more positively than sibling relationships. The quality of the sibling relationship correlated positively with the quality of friendships. Females rated friendships more positively on loyalty issues than did males. Adolescents from functional families rated friendships higher on trust than did adolescents from dysfunctional families. All adolescents reported seeking closer relationships with their families. (NB)

ED 344 164 CG 024 157

Trotzer, James P.
The Counselor and the Group: Integrating Theory, Training, and Practice. Second Edition.
PUB DATE- 89
NOTE- 538p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Counseling; Counseling Techniques; Counselors; Counselor Training; *Group Counseling; *Leadership; Leadership Training

This book is intended for persons, particularly in the helping fields, who wish to develop or improve their understanding of the group process, and their leadership skills. Chapter 1 contains an introduction about group process including information about the book format, strategies for obtaining group experience, and selected references on training group workers. Chapter 2 provides a definition of group counseling. Advantages of group counseling are explained, such as safety factors in groups, social value of group counseling, and feedback for growth. Chapter 3 provides a rationale for group counseling. In this chapter a psychological framework is established and related to the group process. Chapter 4 discusses the process of group counseling, and defines stages within the dynamic of group process. Chapter 5 identifies the developmental tasks contained within the group process. Chapter 6 describes and delineates the qualities, skills, and functions of effective group leaders. Chapter 7 considers the various aspects of group membership of which a group leader needs to be aware. Chapters 8, 9, and 10 focus on the technical dimensions of group work as a means of providing hands-on tools for implementing group programs. Chapter 11 addresses the nature and use of communication activities in groups. Chapter 12 examines family theory as a group resource. Suggested activities are included throughout the book to demonstrate the concepts and provide first-hand involvement with the group counseling process. Chapters provide references. (LLL)

ED 344 165 CG 024 158

Herr, Edwin L.; Cramer, Stanley H.
Controversies in the Mental Health Professions.

unit took 2 or 2.5 weeks to implement, and the practicum lasted 3 months. Results indicated a desire to participate in more reading activities as evidenced by the increased number of books checked out, an improvement in attitude toward reading, an improvement in reading grades, and an increase in critical thinking skills. Results suggested that the more relevant reading became to the student through high interest activities, the greater the reading comprehension. (Twenty-one references are attached. Appendixes include the student questionnaire, parent questionnaires, the "Reading Cheer Song," a manual, tips for parents, the elementary learning channel preference worksheet, award sheets, and software evaluation forms.) (SR)

ED 344 183 CS 010 888

Smith, Carl B.
Different Hats, Different Questions. Assessment Audiences/Questions/Answers.
PUB DATE- 3 Mar 92
NOTE- 11p.; Paper presented at a Conference of School Principals (New York, NY, March 3, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; *Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Evaluation Needs; Informal Assessment; Information Sources; *School Community Relationship; *Student Evaluation
IDENTIFIERS- Alternative Assessment; Questions

The kinds of questions administrators, teachers, parents, the community, and children ask from under each of their hats makes educators and others aware of the information needs that people have for judging the success of schooling. Each audience, each role, asks slightly different questions, and the information needed to answer those questions is different. Therein lies the fallacy of most discussions about educational assessment--people want to answer all of those questions with one type of information. Having a variety of assessment instruments and techniques allows educators to pick and choose according to their philosophical preferences, and provides appropriate information for each of the school's different constituencies. An assessment program needs the same kind of strategic design that teachers expect to find in the teachers' planning guide for a basic text series. A single device for assessing curriculum and instruction lies in the land of mythology, not in the land of the living. (A figure listing the typical questions asked by different people and the kinds of information needed to answer those questions, and a figure representing major constituents who ask assessment questions are included.) (RS)

ED 344 184 CS 010 890

DiLella, Carol Ann
Popcorn Story Frames.
PUB DATE- Mar 92
NOTE- 27p.; Paper presented at the Annual Midwest Regional Reading and Study Skills Conference (5th, Kansas City, MO, March 12-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

"active questions" (in the form of "I understand that...but I don't understand...") enhanced critical thinking and overall performance in the classroom. Subjects, 164 students in six tenth-grade biology sections and four junior-senior astronomy/geology sections, responded to a questionnaire concerning their opinion on the usefulness of active questions. Results indicated that: (1) active questions were helpful to students' learning and to their grade; (2) the questions introduced new ideas to students; (3) active questions made for more interesting classroom discussions; (4) students did not support using active questions in other classes; and (5) many students indicated that active questions negatively affected their feelings about the class. Active questions have made a difference in the classroom: students are generally more attentive, and through their questions, they have made the classroom a more relevant place. (One table of data is included.) (RS)

ED 344 204 CS 010 917

Patton, Lee
Into the Woods: The Impact of Pre-Reading Activities.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Content Area Reading; Literature Appreciation; *Reading Instruction; *Reading Strategies; Secondary Education
IDENTIFIERS- English Teachers; *Prereading Activities; Teacher Researchers

While reading teachers have routinely introduced pre-reading activation strategies for decades, literature teachers are trained to become expert on what happens after reading, to be adept at follow-up, to be agile with close analysis of an already finished reading experience. As a result of a presentation by a reading specialist, a veteran secondary school English teacher began to experiment with pre-reading strategies. His American literature students responded well to the activities used to introduce a difficult selection. The teacher, who received release time to work alongside first- and second-year teachers, also noted the potential usefulness of pre-reading activities in a chemistry class and a biology class. Five other teachers (a reading teacher, a European history teacher, and three English teachers) in the school district (at middle school, junior high, and high school levels) have traced the impact of pre-reading strategies on student achievement. Students made personal connections to the texts they were reading which led to increased achievement scores and a dramatically changed classroom atmosphere. Three recurring themes emerged from the experiences of these teachers: (1) the pre-reading activities themselves provided students with overt models of a thoughtful, questioning demeanor; (2) activating the students' emotions was essential as a "reading strategy"; and (3) in several cases, the teacher's own methodology seemed to become more innovative as the reading or unit study proceeded. (RS)

ED 344 205 CS 010 924

Humphrey, Jack W.
A Study of Reading in Indiana Middle, Junior, and Senior High

is a biologist. As they worked together, it appeared that for the biologist, knowledge was something outside of, and separate from, the knower, while for the writing teacher, knowledge and writing are socially mediated and socially constructed. The focus of negotiations between the two teachers during the first year was on pedagogy. The one-semester course was changed from meeting one hour per week to two hours--the second hour designed as a writing workshop staffed by upper-level biology students. One of the problems encountered was that many of the students did not understand the science they were asked to write about. Talk among the teachers and tutors during the second year was not of pedagogy but of understanding the effects of pedagogy on science, on language, and on knowledge. Based on relationships established in the first year, the writing teacher, the biology teacher, and the tutors began to talk about their differences, particularly differences in rhetoric. (RS)

ED 344 224 CS 213 278

Kramer, Lynn
From Textual to Sexual Harassment.
PUB DATE- Mar 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992). Handwritten comments in the appendix will reproduce poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; Higher Education; *Sexual Abuse; *Sexual Harassment; Teacher Rights; *Teacher Student Relationship; *Teacher Welfare
IDENTIFIERS- MacKinnon (Catherine); Male Female Relationship; Sex Exploitation

A case involving the harassment of a female college writing instructor by an older, male student serves as a model to provide a framework for dealing with similar problems in the future. This case moved from initial acts of challenging authority in the classroom and monopolizing office hours to the bizarre: obscene phone calls, mysterious mail, and abusive letters to department heads and academic deans. Four phenomena which can be observed in the institutional treatment of harassment victims are the following: (1) the harasser appropriates the role of victim; (2) the situation is redefined by the appropriation of the victim's role, at which time male discourse patterns are re-established; (3) the harasser, having demonstrated his "plight," can begin validating his behavior through institutional responses; and (4) the female's subjectivity is erased and the issue is dealt with on an exclusively male terrain. These phenomena can be seen, for instance, in the Anita Hill-Clarence Thomas hearings. Once this four-step process gets set into motion, the probability that the harassed subject's reality will be denied increases dramatically. Thus, intervention in matters of harassment must be done quickly, at the initial point when a victim brings the problem of harassment to someone else's attention. (Four citations are included; an appendix provides four writing samples which document the cited student-teacher relationship.) (HB)

ED 344 225 CS 213 280

Project" (Donald A. McAndrew); "High School/College Collaboration: All You Have To Do Is Ask" (Edgar H. Thompson); "Promoting Cooperation between High School and College Writing Programs" (Eileen Oliver); and "No Respect: The CSSEDC St. Louis Preliminary Survey" (Kevin C. McHugh). The writing connection is the focus of number 3: "Writing-Across-The-Curriculum Challenges Professional Development" (Rita Pollard); "Linking Professional Development to Curricular Change" (John Kent and Thomas Trevisani, Jr.); "The College Preparatory Student: Performance and Proficiency" (Edward J. Borowiec); and "Writing Together" (Mary Jane Reed). Articles in number 4 deal with research in the classroom (teacher-research) and include: "Research in the English Classroom: Taking a First Step" (Collin T. Wansor); "Developing Interest in Classroom Research" (Gloria A. Neubert); "A Researcher Observes a Writing and Reading Community" (Carole Ackerson Bertisch); and "Projects Support Teacher Research" (Melanie Sperling). (SR)

ED 344 244 CS 213 326

Strickland, James, Ed.
CSSEDC Quarterly. 1990.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; Cooperating Teachers; Department Heads; English Departments; *English Instruction; Higher Education; High Schools; *Instructional Leadership; *Research Papers (Students); *Student Teaching; Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- English Teachers

These four issues of the CSSEDC Quarterly (Conference for Secondary School English Department Chairpersons) represent the quarterly for 1990. Articles in number 1 deal with student teachers and include: "Student Teaching: Smoothing Out the Rough Spots" (Susan B. Argyle and Fred C. Feitler); "A Partnership for Urban Student Teaching" (Jerome T. Halpern); "Coping with the Paper Load" (Ruth Davis); and "Collaborative Learning for Teacher Education" (Phoebe Speck). Articles in number 2 discuss alternatives to the term paper and include: "Teaching Quantitative Research Writing: Or How I Stopped Hating the Paper and Learned to Love the Process" (Diana Y. Dreyer); "Research without the Waste of Time" (Carol Jago); "Real Research for Real Readers" (Mary G. Bernath); "The Two-Source Synthesis: The Heart of a Research Paper" (Dan Donlan); and "The Research Paper Redux" (Henry Kiernan). Number 3 deals with supervision and evaluation and includes: "To Be, Or Not To Be, a Second-Year Teacher" (Jane A. Zaharias and Kathleen T. Benghiat); "A Journal for Classroom Observations" (Carol Jago); "From Clinical to Collegial to Self-Directed: A Progressive Model of Supervision and Evaluation" (Susan Benjamin and Janice Jordan); "Supervision Means Recognition" (Betty C. Sisco); and "Leading with Imagination" (Paul C. Bellin). Articles in number 4 discuss leadership and include: "Leading Classroom Discussions" (Sharon Wieland); "Learning to Trust" (Rebecca Laubach); "Creating a Climate for Leadership" (Susan Benjamin); "Leadership through Reflective Thinking" (Jeanne Gerlach and Nancy Hoffman); "Leading Schoolwide Change: A Plan for Success" (Terrie St. Michel); "Continuing Concerns of Department Leaders" (Theodore Lehmann II); "Traditional and Romantic Views of Teachers" (Robert C. Small, Jr.); and "Team Building: Connecting Substance to Educational Leadership" (Henry individual, and social integrative. Results indicated that: (1) participation in what could be viewed as an interactive form of ethnic press served primarily to promote social identity and integration rather than assimilation into their environment; and (2) the bulletin board was used more as a support group (serving cultural identity and social integration needs) than as a newsgroup (serving needs for surveillance of the environment). (Sixty-one references are attached.) (RS)

ED 344 264 CS 507 791

Cronin, Karen
Goal Diffusion and Congruence at a Large Land-Grant University: A Preliminary Investigation.
PUB DATE- Oct 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Higher Education; Land Grant Universities; Occupational Surveys; *Organizational Communication; *Organizational Objectives; School Surveys
IDENTIFIERS- *Goal Clarity

A study examined organizational goal diffusion and goal congruence at a large land-grant university. A questionnaire was completed by 42 university faculty and staff members. The questionnaire included nine goal statements which had been presented in official university publications. Respondents indicated agreement or disagreement on a five-point Likert scale. Results indicated that the employees surveyed did not recognize all of the university goals, but that they generally believed that the stated goals should be organizational goals. Results further indicated that the university was not perceived as making every effort to achieve its goals, although the wording of this statement may have influenced responses. (One table of data is included; 23 references and 2 appendixes containing the questionnaire and survey data are attached.) (SR)

ED 344 265 CS 507 792

Lewis, Laurie K.
A Challenge for Health Education: The Enactment Problem and a Communication-Related Solution.
PUB DATE- Oct 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Health Education; *Health Programs; Health Promotion; Interpersonal Communication; Models; Secondary Education; *Skill Development; *Student Behavior; Theory Practice Relationship
IDENTIFIERS- Health Attitudes; Health Belief Model; *Health Communication; Theory of Reasoned Action

An important goal of health education is to change behavior by increasing knowledge, but current theory has not been able to account for the actual health behavior of adolescents.

NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; *Educational Improvement; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Excellence in Education; *Outcomes of Education; State Action; *State Standards; Statewide Planning
IDENTIFIERS- *Kentucky

In this report, Kentucky's goals for learning are outlined, in terms that can be assessed. Part 1 provides an overview of events that facilitated the redefinition of statewide learning goals. The second part presents valued outcomes for each of the state's six educational goals: students will apply basic communication and mathematics skills to life situations; apply core concepts and principles from the major disciplines to life experiences; demonstrate self-sufficiency; demonstrate responsible group membership; think and solve problems; and integrate knowledge across disciplines. Charts identify the valued outcome, give examples of how they are demonstrated, and describe benefits to students. The third part describes ways in which assessment, curriculum, and instruction will change. (LMI)

ED 344 285 EA 023 750

Mager, Gerald M.; And Others
A Report to the State Education Department on the New York State Mentor Teacher-Internship Program for 1986-1987.
PUB DATE- Sep 87
NOTE- 207p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; Collegiality; Elementary Secondary Education; Higher Education; Instructional Improvement; *Internship Programs; Interprofessional Relationship; *Master Teachers; *Mentors; Pilot Projects; *Program Effectiveness; School Organization; State Departments of Education; State School District Relationship; Teacher Education
IDENTIFIERS- *New York State Mentor Teacher Internship Program

The Mentor Teacher-Internship (MT-I) Program is a major development in the theory, policy, and practice of teacher education in New York State. In the first year, 1986-87, 24 projects were designed and implemented. This report is organized into five parts. Part 1 provides an introduction and overview of the evaluation study and contains information regarding the purposes of the study, the study design and analysis, and the issue of confidentiality. Part 2 focuses on the nature of the pilot mentor-intern projects--their goals, structures, and resources--and a variety of issues related to developing and sustaining a local project. Part 3 focuses on the mentor-intern relationship; specifically, it provides information on who the mentors and interns were, how the matches between mentors and interns were made, and how the relationships formed and grew. Part 4 focuses on the impact the local projects have had on participants and other educators in the local setting, as well as on the school as an organization. Finally, part 5 draws a set of conclusions and offers a set of recommendations regarding future policy, planning, and practice related to the work of the MT-I Program. The appendix identifies the 24 projects. (25 tables, 5 figures) (MLF)

ED 344 286 EA 023 775

Great Britain, and the lack of integration between school effectiveness research and school improvement practice. A conclusion is that school effectiveness findings have been poorly translated into British school improvement programs. Both disciplines need each other, in that school improvement programs offer empirical tests of school effectiveness research, and school effectiveness research can provide sensitive descriptions of good practice. (98 references) (LMI)

ED 344 305   EA 023 872

Valerien, Jean
Innovations for Large Classes: A Guide for Teachers and Administrators. Educational Studies and Documents, No. 56.
PUB DATE- 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Class Size; *Developing Nations; Elementary Secondary Education; Foreign Countries; *Large Group Instruction; Organizational Effectiveness; Systems Analysis; *Systems Approach; *Teaching Guides

Innovations for dealing with large classes (defined as those with over 60 pupils) are offered in this guide for teachers and administrators. Based on a systems approach, this document describes the difficulties with which teachers of large classes must cope and lists solutions that can be introduced by teachers and administrators at various levels. Some examples of innovations with which various countries have experimented are described in the annexes. Some of these solutions include peer tutoring systems, group work organization, printed teaching aids, educational methods effective for developing countries, locally produced materials, educator training strategies, school construction, and tapping community resources. A conclusion is that large classes will continue to be the norm for developing countries; it is necessary to work to make them creative and innovative. (LMI)

ED 344 306   EA 023 874

Wray, Ralph D.; Haynes, Thomas
Business/Education Collaboration: Perceived Roles for Partners.
PUB DATE- Apr 92
NOTE- 19p.; Paper to be presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Business Responsibility; Cooperative Education; Educational Cooperation; Postsecondary Education; *Private Sector; *Role Perception; *School Business Relationship; Secondary Education
IDENTIFIERS- *Illinois; *Partnerships in Education

Findings of a study that examined the roles of business representatives and business educators in establishing collaborative relationships in the 1990s, as perceived by selected secondary and postsecondary business instructors in Illinois, are presented in this paper. An expert panel of 25 networking, and adult education. However, the America 2000 plan lacks discussion of the federal role in dealing with social and economic conditions, curriculum outside the five core subjects, accountability, technological development, research agenda, and funding. The report concludes with a call for presidential leadership. Blue ribbon panel members are listed. (LMI)

ED 344 326 EA 023 901

Oliver, Kathryn; And Others
Key Elements of Selected Educational Choice Programs: A Telephone Survey Summary. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Enrollment Trends; *Nontraditional Education; *Program Descriptions; *Program Design; *School Choice; State Action; *State Programs
IDENTIFIERS- *Northwest Regional Educational Laboratory

Key elements of selected educational choice programs in 11 states are summarized in this report. Information is provided on the type and level of program, number and age of students served, program costs and revenue sources, staffing, evaluation methods, and length of time in existence. Educational trends, barriers to program expansion, the relationship to national goals, and average annual state expenditure per pupil are also examined. Methodology involved a telephone survey of selected state programs, with a focus on those addressed by state policy. Three broad categories of programs were identified--interstate, interdistrict, and intradistrict. Within these broad categories, three additional descriptors were named: open enrollment, postsecondary enrollment, and alternative/magnet schools. Information is provided on 24 choice programs in the following 11 states--Arizona, Arkansas, Iowa, Massachusetts, Michigan, Minnesota, Nebraska, South Dakota, Vermont, Washington, and West Virginia. Included are a state program matrix, an overview page for each state, and brief program descriptions. The final section describes four local choice programs in Milwaukee, Wisconsin; Cupertino, California; San Jose, California; and Portland, Oregon. (LMI)

ED 344 327 EA 023 904

Walker, William, Ed.; And Others
Advancing Education: School Leadership in Action. To Mark the Twentieth Anniversary in 1990 of the Commonwealth Council for Educational Administration (CCEA).
PUB DATE- 91
NOTE- 308p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Administrative Principles; Cultural Differences; Decentralization; *Educational Administration; Elementary Secondary Education; Equal Education; Foreign Countries; *Professional Associations; *School Effectiveness
IDENTIFIERS- Australia; Canada; *Commonwealth Council for Educ

The current status of education for 1992 is presented in the form of education "indicators"--key data that measure the health of education, monitor important developments, and show trends in major aspects of education. The 60 indicators have been divided into 6 areas: (1) access, participation, and progress; (2) achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) size and growth of educational institutions; (5) climate, classrooms, and diversity in educational institutions; and (6) human and financial resources of educational institutions. The report includes the text, tables, and charts for each indicator plus the technical supporting data, supplemental information, and data sources. This edition integrates indicators on issues in elementary and secondary education with those on issues in postsecondary education to reflect the continuity of educational experiences. New indicators include the following: (1) enrollment below modal grade for language minority students; (2) international comparisons of mathematics and science performance; (3) international comparisons of educational attainment; (4) course-taking in academic, vocational, and personal use education among high school graduates; (5) programs and services offered by schools; (6) crime in the schools; (7) federal support for education; and (8) international comparisons of public expenditures of education extended to higher education. (MLF)

ED 344 348   EC 301 073

The Right To Control What Happens to Your Body: A Straightforward Guide to Issues of Sexuality and Sexual Abuse.
PUB DATE- 91
NOTE- 43p.; Foreword by Judy Steed.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; Civil Liberties; Educational Games; Foreign Countries; Individual Power; Intervention; Legislation; *Mental Retardation; *Personal Autonomy; Prevention; Sex Education; *Sexual Abuse; *Sexuality; Therapy; Vocabulary
IDENTIFIERS- Canada

Written for people with mental disabilities, this booklet focuses on ways that individuals with disabilities can protect themselves from sexual abuse and understand their individual rights pertaining to sexuality. An introduction explains discrimination and gives examples of sexual abuse. The first chapter briefly discusses sexuality and sexual abuse and illustrates male and female bodies. It provides evidence that people who do not tell someone about abuse are most likely to continue to be abused. The second chapter examines the special risk of abuse experienced by people with mental handicaps. The third chapter lists ways to notice possible sexual abuse and explains a board game (included in the booklet) to increase understanding of sexual abuse and choice. Chapter 4 looks at effects of sexual abuse. Prevention through education is briefly addressed in chapter 5 and sexually transmitted diseases are summarized in chapter 6. Chapters 7 and 8 discuss treatment after sexual abuse and Canadian laws about sexual abuse. Difficult words used in the booklet are identified and explained in a dictionary section. A form for emergency phone numbers, a word game based on the dictionary, and a

Technical Assistance

This final report describes, Project Trans/Team, a 3-year infant inservice training project designed to provide training and technical assistance to programs that serve children from birth to 3 years of age who have disabilities, are developmentally delayed, or are at risk. The project provided training to 20 programs and 282 professionals in six states: Texas, New Hampshire, Virginia, Maryland, New Mexico, and New York. In each state the project worked in coordination with the state lead agency to identify local sites and related administrative and service issues. Training and technical assistance was based on individualized program development and staff development needs. The Project Trans/Team Program Profile Needs Assessment was developed to identify program and staff needs. The project developed and field tested several training units which address: the transdisciplinary team approach to early intervention; family systems; transition; interagency collaboration; team building; and case management. Followup data showed inservice training by the project resulted in significant plans for program change in 85 percent of programs trained. Most frequently mentioned areas of program change were team functioning and family focus. Five appendixes include sample pages of a training unit, program details, the needs assessment instrument, and a sample training agenda. (DB)

ED 344 367 EC 301 093

Smith-Davis, Judy; Littlejohn, William R.
Related Services for School-Aged Children with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Audiology; Counseling Services; *Delivery Systems; *Disabilities; Educational Finance; Educational Legislation; Elementary Secondary Education; Federal Legislation; Health Services; Medical Services; Occupational Therapy; Physical Therapy; Psychological Services; *Pupil Personnel Services; School Districts; Social Services; Transportation
IDENTIFIERS- *Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This theme issue provides an overview of related services for school aged children with disabilities as required by federal law, especially the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. It identifies the personnel associated with delivering various services including audiology, occupational therapy, physical therapy, psychological services, medical services, school health services, transportation, counseling, speech language pathology, social work, parent counseling and training, recreation therapy, assistive technology devices and services, artistic/cultural therapies, and the school breakfast and lunch program. It discusses how related services are typically obtained for students, as well as how school districts deliver, coordinate, and fund related services. Also examined are personnel shortages in such areas as physical and occupational

This instructional kit is intended to increase understanding and empathy within the school community to the needs of the student who has a facial disfigurement. For kindergarten to grade 3, the kit provides information for discussion and activities. For grade 4 through secondary school, an associated video features young people who have a facial disfigurement discussing their experiences and feelings. The kit includes a teacher's guide to the unit, background information covering effects of facial disfigurement at various life stages, a sample letter to parents, suggested group discussions, suggested creative activities, self esteem reinforcement techniques, a list of 14 resources for parents, teachers and young adults and 8 resources for children. Also provided are sample copies of the newsletter, "AboutFace" which report on activities of this support and information network concerned with facial disfigurement, an AboutFace brochure, and an order form. (DB)

ED 344 387   EC 301 116

Cole, James W.
Expanding the School Psychologist's Role To Serve Regular Education Students through Child-Centered, School-Based Consultation.
PUB DATE- 91
NOTE- 86p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Administrator Role; Consultation Programs; Elementary Education; Interdisciplinary Approach; Middle Schools; Principals; *Pupil Personnel Services; Referral; Regular and Special Education Relationship; Resource Teachers; *School Psychologists; Student Evaluation; Teamwork
IDENTIFIERS- *Prereferral Intervention

This practicum developed a program to expand school psychology services for regular education students at the elementary and middle school levels in an urban public school district. The main goals were to broaden school psychology services and increase awareness of the consultant role which may be provided by the school psychologist. Specific objectives were to increase the time spent by school psychologists in support of regular education students and teachers, to gain the assistance of Resource Specialist Teachers in assessing students for special education services, to involve the school principal in the process, and to gain the support of the school district's Student Study Teams and Care Teams in making referrals to school psychologists for regular education interventions. The practicum resulted in increased regular education contact hours by school psychologists, support of principals for school psychology consultation services, and the cooperation of referral teams in requesting regular education support from school psychologists. (46 references) (DB)

ED 344 388   EC 301 117

Baine, David, Ed.
Instructional Environments for Learners Having Severe Handicaps.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 91
NOTE- 128p.; For selected chapters, see EC 301 118-123. Funds were also provided by the University of Alberta, Conference Fund.
LANGUAGE- English

some promising practices for assessment, and summarizes implications for educational development when serving underrepresented populations. It is concluded that educators are now paying more attention to the needs of underserved populations with systematic research into issues of assessment, programmatic alternatives, curriculum integration, and evaluation. Stressed is the need to apply research findings to modify practice at the local, regional, and state levels and to develop assessment approaches which examine both performance and potential. Portfolio assessment is seen as one alternative strategy for identification of gifted children in underserved groups. A continuum of programmatic options is recommended based on identified student strengths. Changes in state and local funding procedures are suggested which would support a broad range of opportunities and services. (16 references) (DB)

ED 344 407 EC 301 136

Frasier, Mary M.
Ethnic/Minority Children: Reflections and Directions.
PUB DATE- Mar 92
NOTE- 9p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; Access to Education; Cultural Differences; Cultural Influences; Educational Practices; Educational Trends; Elementary Secondary Education; *Ethnic Groups; *Gifted; *Minority Groups; Research and Development; Student Evaluation; *Talent Identification; Theory Practice Relationship; Trend Analysis

This chapter examines trends and issues concerning inequities in participation by ethnic/minority children in gifted education programs. The first section provides a brief historical perspective on past trends and issues concerned with the identification of gifted ethnic/minority students. Theories of cultural deficits, cultural differences, cultural diversity, and cultural specificity, as well as their impact on identification and education practices are presented. The second section focuses on the current status of research and practices concerned with gifted ethnic/minority students. New initiatives including the use of multiple criteria for identification and implications of research on multiple intelligence and the components of intelligence are considered. Recommendations encourage educators to focus on behaviors rather than relying on psychometric techniques to identify gifted students. Multicultural, cross cultural, and cultural context perspectives are encouraged for viewing giftedness in ethnic/minority groups. The final section presents implications for the future, focusing on the paradigmatic shift that is occurring in identification and programming for the gifted, especially gifted ethnic/minority students. (26 references) (DB)

ED 344 408 EC 301 137

Stevens, Mark O.
School Reform and Restructuring: Relationship to Gifted Education.
PUB DATE- Mar 92
NOTE- 8p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English

*Conservation (Environment); *Ecology; *Energy Conservation; *Environmental Education; Learning Modules; *Natural Resources; *Pollution; Secondary Education; Skill Development; Social Studies; Thinking Skills

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and are designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical, except for occasional marginal notes in the latter. This booklet begins with an introduction to ecology and continues with the theme of limited natural resources. Three case studies address: how individual social behavior maintains, alters, or destroys the environment and how dependence on a single natural resource can be counterproductive; pollution of a basic resource in a farming community; and the need for careful energy-producing resource planning. A glossary and resource lists are included. (MSE)

ED 344 427 FL 019 727

Conservation, Pollution. Environment Booklet 3. Teacher's Edition=Conservacion, contaminacion. Libro del medio ambiente 3. Manual para El Maestro.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 82

NOTE- 391p.; For related documents, see FL 019 721-737.

LANGUAGE- Spanish; English

EDRS Price- EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Air Pollution; Bilingual Instructional Materials; *Conservation (Environment); *Ecology; *Environmental Education; Learning Modules; Marine Biology; *Pesticides; Secondary Education; Skill Development; Social Studies; Thinking Skills; *Water Pollution

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading, expository writing, and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's

Learning; Young Children
IDENTIFIERS- *Ireland; Simplification (Language)

Papers from three conferences on applied linguistics include the following: "Evaluating Language Success in an Irish Context" (D. P. O Baoill); "Facilitation of Language Development in the Deaf Child" (M. Nicholas Griffey, Sr.); "Observations on Thematic Interference Between Irish and English" (M. Filppula); "A Global View of the English Language in Ireland" (J. L. Kallen); "The Achievement of an Irish Population (4-7 Years Old) on Language Tests Standardised in the U.K. and U.S.A." (M. Leahy); "Remediation Within the Language Environment" (D. Walker); "The Acquisition and Usage of Interrogative and Negative Forms by Irish Schoolchildren Learning French" (R. Bennett); "The Development of a Phonetics Laboratory for Use in Linguistic Research" (A. Ni Chasaide); "Error Analysis of Irish Students Learning French" (M. Conrick); "Simplification Procedures in the Input and Output of Second Language Acquisition/Learning" (S. Devitt); "Comhshamhlu Tadhallach" (in Gaelic) (C. Ni Dhomhnaill and G. Colaiste na hOllscoile); "The Effect of Auditory Perceptual Functioning on Acquisition of Phonology" (M. De Monfort Supple, Sr.); "The Trinity College Research Project on Independent Language Learning" (David Little and David Singleton); "Linguistics, How Are You!" (D. P. O Baoill); and "Linguistics and Curriculum Development at Third Level" (David Little). (MSE)

ED 344 445 FL 019 974

Page, Brian; Hewett, Derek
Languages Step by Step. Graded Objectives in the UK.
PUB DATE- 87
NOTE- 129p.; For a related document, see FL 019 975.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Education; *Curriculum Design; *Educational Change; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Grammar; *Second Language Learning; *Student Evaluation; Teaching Methods
IDENTIFIERS- National Curriculum; Standardization; *United Kingdom

The Graded Objectives in Modern Languages (GOML) approach has contributed to the reform and development in the teaching of modern languages in the United Kingdom during the past 10 years. The introduction of shorter-term goals has revolutionized the way in which large numbers of teachers think about what should be taught to their students, and how it should be taught. This book sets out in detail where graded objectives have come from, what is happening now in terms of the latest developments in syllabus design, methodology and assessment, organization of materials, research areas, issues (i.e., methodology, grammar, and standardization), and where the GOML movement is going, particularly in light of the new national curriculum. Contains approximately 65 references. (LB)

ED 344 446 FL 019 975

King, Lid, Comp.
Graded Objectives and the National Curriculum. GOML News 15.
PUB DATE- 91
NOTE- 114p.; For a related document, see FL 019 974.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

facilities; industry involvement; and excellent public reputation of the VITB. Areas of concern were also raised: greater focus on content than competencies; lack of flexibility; need for quicker response to technological change; fragmentation of the curriculum development process; need for different types of instructional materials; and lack of encouragement for innovation and experimentation. Short-term, mid-term, and long-term recommendations were made that would accomplish the following: adjust programs to meet the needs of trainees; shorten new program development and course review time; increase knowledge of current skills required by jobs; respond to technological change; reduce process frustration; incorporate new and revised curriculum; and personalize and individualize trainee needs. (Twelve appendices present the following: model for training design and evaluation; organizational structure and major functions of the curriculum development division; VITB curriculum documents; approval of curriculum; consultancy program; list of persons contacted; elements of competency-based education; proposed curriculum model; Systematic Curriculum and Instructional Development systems approach summary; task analysis; task analysis form; and competency-based education and training background paper.) (NLA)

ED 343 996 CE 060 318

Beyond North-South: A Forum on New Forms of International Cooperation in Adult Education (Bangkok, Thailand, January 13-15, 1990).
PUB DATE- Jan 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Literacy; Decision Making; Employed Women; Foreign Countries; Global Approach; *International Cooperation; International Programs; *Networks; Participatory Research; *Private Financial Support
IDENTIFIERS- Coalitions; *International Council for Adult Education

This report on proceedings of a forum to discuss international cooperation and adult education is divided into four sessions. Each session contains panel presentations on a theme and roundtable discussions. Session one, "Literacy and Adult Education: What Are the Issues?" contains the following presentations: "Towards an International Cooperative Paradigm: A Common Future, Shared Responsibilities" (Ron Leger); "Literacy and International Cooperation in the Next Decade: A Review of the Agenda" (Francisco Vio Grossi); and "Linking International Interaction with the Community Base" (Lalita Ramdas). In session two, "International Networking and Action at the Base," are the following presentations: "North/South Relationships: Who Is Supporting Whom?" (Herman Lovenskiold) and "International Networking and Action at the Base" (Paul Wangoola). Two presentations are in session three, "Beyond Donor-Recipient Relationships": "The German Adult Education Association (DVV) and International Cooperation" (Jakob Horn) and "Private Sector Philanthropy--The Experience of the W. K. Kellogg Foundation" (Arlon Elser). "Opportunities for Action: Literacy, People's Knowledge, Gender Issues, Environmental Learning," the fourth session, has four presentations: "Gender Issues" (Lalla Ben-Barka), translated from the French; "Learning and Environmental Action" (Moema Viezzer); "People's coordinator's job description; (5) forms; (6) marketing materials; (7) life/work skills curricula; (8) operational format; (9) student letters and forms; (10) statistical analyses; (11) student reaction papers; (12) evaluations/letters of support; and (13) a program for an evening event for participant recognition. (NLA)

ED 344 014 CE 060 740

Women in Technology.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- 26 Jun 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Career Exploration; Counseling; Day Care; Enrollment; Females; Material Development; *Nontraditional Occupations; *Program Effectiveness; Program Evaluation; Program Implementation; Publicity; Public Relations; Sex Fairness; Sexual Harassment; Student Financial Aid; *Student Recruitment; *Technical Education; *Technology; Two Year Colleges; *Womens Education
IDENTIFIERS- El Paso Community College TX

The objective of the Women in Technology (WIT) program for the Texas Higher Education Year 1990-1991 was to increase women's employment in nontraditional technical-vocational occupations and enrollment in nontraditional technical-vocational education and training. WIT provided information on nontraditional careers to the community and provided individual academic, personal, and financial support to female students in technical-vocational classes. Project activities included the following: 111 presentations encouraging the discussion of the nongender-based occupations of the future; development of a sexual harassment workshop and flyer; participation in conferences; development of recruitment materials such as public service announcements and posters with return mailers in English and Spanish; responses to post cards of inquiry from 122 requesters; developing/implementing training programs for presenters and student lab aide recruiters; establishment of an advisory board; holding nontraditional career exploration workshops; offering tours of technology training at El Paso Community College; providing tutoring services and child care assistance; and organization and training of a student corps to assist in recruitment of women students. An evaluation showed an increase in the number of students declaring nontraditional majors. (Appendixes, amounting to approximately two-thirds of the report, include the following: texts of three WIT presentations; publicity and recruitment materials; response to postcard requests; agendas of seven WIT meetings; minutes of two advisory board meetings; fall and spring student letters regarding support groups; and newspaper articles on graduates.) (YLB)

ED 344 015 CE 060 741

York, Walter
A How-To-Manual for Agricultural Occupations. 2 2.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- 90
NOTE- 126p.; For related documents, see ED 337 675-678 and CE 060

attitudes were very modern. (Appendixes include a 41-item bibliography, a list of nontraditional programs, correspondence, the study instruments, and a summary of responses.) (YLB)

ED 344 033 CE 060 783

Crusoe, John A., Comp.
Cooperative Education Student Employee Salary & Benefits Survey, 1991. Midwest Region.
SPONS. AGENCY- Michigan Council for Cooperative Education.
PUB DATE- 3 Feb 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; College Graduates; *College Students; Comparative Analysis; *Cooperative Education; Educational Research; Employers; Entry Workers; Fringe Benefits; Higher Education; Regional Planning; *Salaries; *Student Employment; Two Year Colleges
IDENTIFIERS- *United States (Midwest)

This report provides, in chart form, results of a survey of employers of cooperative education students in the Midwest. The statistics and data are intended to provide useful information regarding salaries and benefits paid to cooperative education student employees to cooperative practitioners in the Midwest. A five-page introduction describes the survey, offers conclusions and observations, and provides some notes on chart interpretation. The first two sections offer similar data on Midwest region bachelors degree level and Midwest region associates degree level. These statistics and data are provided: (1) salaries by major; (2) salaries by employer type; (3) benefits by major; (4) salaries by employer type--first work assignment; (5) salaries by employer type--final work assignment; (6) salaries by employer type--new college or community/junior college graduate; and (7) benefits by employer type. The next section consists of Midwest bachelors level regional comparisons: regional versus state salary comparison and 1991 versus 1990 regional salary comparison. A comparative ranking of region versus state benefits follows. State summaries of bachelors level salaries and benefits are charted for Illinois, Indiana, Iowa and Missouri, Kentucky, Michigan, Minnesota and Wisconsin, and Ohio. Other contents include a list of additional benefits provided to cooperative education students and a list of colleges and universities supporting the survey. (YLB)

ED 344 034 CE 060 784

Thompson, Alison
Organising Resources in Open Learning.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Educational Resources; Foreign Countries; *Independent Study; *Learning Resources Centers; Literacy Education; Material Development; Open Education; *Programed Instructional Materials; *Study Guides

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Delivery Systems; Educational Innovation; Individual Development; Needs Assessment; Postsecondary Education; *Professional Development; School Community Relationship; Secondary Education; Special Needs Students; State Surveys; *Teacher Attitudes; Teacher Improvement; Teacher Role; Teaching Methods; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Colorado

A survey of Colorado vocational educators in spring 1989 examined perceived professional development needs and preferred delivery systems. A statewide sample of 1,043 vocational educators responded to the survey; the response rate was 31 percent. Four professional development needs in the curriculum area received the highest ratings: computer-managed instruction, outcome-based education, development of self-instructional modules, and managing competency-based instruction. The strongest perceived needs in the area of teaching strategies included the following: computer-assisted instruction, motivating students, developing critical thinking skills, integrating business/industry standards into the curriculum, and diagnosing individual learning styles and characteristics. No strong need was expressed for professional development training related to special populations. The highest rated item related to service to institution was writing proposals for funding. Developing business/industry/education partnerships was the greatest perceived need related to service to community. The top ranked needs in the area of student recruitment and advising were increasing knowledge of business and industry, recruiting/retraining students, and improving counseling. Perceived needs related to personal development were keeping abreast of new technology and managing stress. Formats most preferred were all-day, intensive activities. (Appendixes include a 37-item bibliography, instrument, and supplementary data tables.) (YLB)

ED 344 052   CE 060 826

Brookhart, Donna; McGuire, Pat
From Task List to Curriculum: A Teacher's Guide to Outcome-Based Curriculum. Second Edition.
PUB DATE- 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Criterion Referenced Tests; *Curriculum Development; *Job Skills; Learning Modules; *Material Development; Postsecondary Education; Secondary Education; Task Analysis; *Teacher Developed Materials; Teaching Guides; *Test Construction; Vocational Education
IDENTIFIERS- *Outcome Based Education

This guide is designed to assist the classroom teacher through all the major phases of development of an outcome-based curriculum. It is intended to aid in modifying a conventional curriculum to an outcome-based (competency-based) curriculum (OBC), building a course or program around an outcome-based model, revising curriculum toward an outcome-based model, and using curriculum resources. The main body of the guide contains sections with step-by-step approaches and brief explanations.

relationship between industry and education in providing CADD training. The survey questionnaire was administered to drafter and designer employers who used CADD systems to design and detail mechanical and machine tool products. Twenty-seven of 34 questionnaires were returned. Six respondents who classified themselves architectural/civil were eliminated from the survey results; the remaining respondents were categorized into three groups: manufacturing/design/process engineering company, contract design drafting service, or other. Two-dimensional design/drafting was rated the highest use of CADD and having the highest need for inservice training. Digitizing drawings was rated the lowest use and the lowest need for training. The most used mainframe CADD system was Unigraphics. Currently employed CADD operators acquired skills to operate CADD systems on the job or in apprenticeships most often and in a high school setting least often. According to most respondents (62 percent), 76 to 100 percent of work was being done on CADD systems rather than to manual procedures. (The instrument, 20 endnotes, and 10 references are appended.) (YLB)

ED 344 070 CE 060 887

Cuellar, Sylvia
Literacy Initiatives of the Texas Agricultural Extension Service.
PUB DATE- 16 Oct 91
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, October 16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Agency Cooperation; Coordination; Extension Agents; *Extension Education; Illiteracy; Leadership Training; *Literacy Education; Material Development; Program Development; *Rural Extension; State Programs; *Statewide Planning
IDENTIFIERS- *Texas

The Texas Agricultural Extension Service (TAEX) Literacy Initiative has three major components: literacy awareness, cooperation and coordination with other state agencies and organizations, and programmatic responses. During 1991, the TAEX Literacy Initiative addressed the literacy awareness component through these activities: writing a research review on the dimensions of literacy, forming an Extension Ad Hoc Task Force on Literacy at the state level to develop and direct county-level education programs, and developing a literacy program guide. Cooperation and coordination strategies and accomplishments include the following: state Extension faculty in home economics are working with the Texas Extension Homemakers Association in their state efforts to address illiteracy at the county level; an Extension Associate for Literacy is working with the Texas Center for Adult Literacy and Learning at Texas A&M University in dissemination of literacy information; and the Ad Hoc Task Force on Literacy has worked cooperatively with a number of agencies and organizations. Three programmatic responses were undertaken: a project to review TAEX publications to assess readability levels, an "Unwriting Workshop," and development of leader training packets and home economics low-literacy materials. County efforts by TAEX faculty in literacy education include formation of various community groups and committees to address the problem, development of low-literacy materials, and information; methods engineer job description; definitions; lists of tools, equipment, and supplies; a facility layout; and a bibliography listing 16 books and 8 audiovisual resources. (KC)

ED 344 089 CE 060 912

Lacy, Henry Heston
Photographic Processes. Curriculum Guide for Technology Education.
PUB DATE- 88
NOTE- 177p.; For related documents, see CE 060 907-913.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citations (References); *Competence; Competency Based Education; Course Content; Evaluation Criteria; Film Production; High Schools; *Laboratory Procedures; Learning Activities; Lesson Plans; Photographic Equipment; Photographs; *Photography; *Production Techniques; Student Evaluation; Teaching Methods; Technical Education; Units of Study
IDENTIFIERS- Technology Education

This curriculum guide for a 1-semester or 1-year course in photography promotes exploratory study of the following areas: (1) color processing; (2) technical applications in black and white; (3) special effects in lighting techniques; and (4) career opportunities in commercial photography. The guide contains a course outline, competencies (task lists), student competency records, and management sheets. Management sheets, which serve as lesson outlines used for 1 or more days, include the following: the introduction, an enabling objective, a performance objective, an equipment and supplies list, a performance standard, suggested references for teachers and students, activities, and evaluation criteria. Appendixes have the following contents: a course outline; definitions of terms; a tool and equipment list; a supply list; a facility list; and a bibliography listing 8 books, 8 periodicals, 15 pamphlets, 13 movies or slide programs, and 7 videotapes. (KC)

ED 344 090 CE 060 913

Chastain, Gary K.
Transportation Systems. Curriculum Guide for Technology Education.
PUB DATE- 88
NOTE- 111p.; For related documents, see CE 060 907-912.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citations (References); *Competence; Competency Based Education; Course Content; *Distributive Education; Evaluation Criteria; *Laboratory Procedures; Learning Activities; Lesson Plans; Secondary Education; Student Evaluation; Teaching Methods; Technical Education; *Transportation; Units of Study
IDENTIFIERS- Technology Education

This curriculum guide for a 1-semester or 1-year course in transportation provides activities that show and explain many of the occupations, devices, and systems that are related to transportation on land, water, air, and space. The guide contains competencies (task lists), student competency records, and management sheets. Management sheets, which serve as lesson outlines used for 1 or more days, include the following: an introduction, an enabling objective, a performance objective, controlling crop pests. Introductory matter in the instructor's guide includes: major competency profile; sections: objectives; competencies; motivational technique or interest approach; evaluation; and references and materials. Each lesson in the instructor's guide contains some or all of the following: objective; study questions; references; teaching procedures--introduction, motivation, assignment, supervised study, discussion, other activities, conclusion, competency, answers to evaluation, and answers to work sheet; evaluation; and transparency masters. Each lesson in the student reference manual consists of lesson contents, summary, credits, tables, and figures. (NLA)

ED 344 107   CE 060 949

Hayes, Elisabeth; Smith, Letitia
Women in Adult Education: An Analysis of Perspectives in Major Journals.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Content Analysis; Educational Research; *Females; Feminism; Foreign Countries; *Perspective Taking; Role Perception; *Scholarly Journals; Scholarship; *Womens Education
IDENTIFIERS- United Kingdom; United States

To clarify dominant perspectives on women in adult education publications, ethnographic content analysis was used to examine 112 journal articles in 4 major adult education journals. Articles analyzed were from two North American journals ("Adult Education"/"Adult Education Quarterly" and "Adult Leadership"/"Lifelong Learning") and two British journals ("Adult Education" (U.K.) and "Studies in the Education of Adults"). Five major perspectives on women were identified: (1) women as adult learners; (2) women's need for personal development; (3) women's role change and adjustment; (4) marginalization of women; and (5) women as collaborative learners. A sixth potentially emergent perspective was also found: women as feminists. Strengths and limitations of each perspective were described, along with implications for future scholarship on women and gender in adult education. Implications for scholarship that could form the foundation for new educational strategies were identified: (1) adult education research must start with women's experiences and perspectives as the focal point; (2) women's learning within formal education might be explored more extensively from the perspective of the learner; (3) adult education scholarship might strive for a more pluralistic understanding of women and men as learners; and (4) researchers might move toward a broader understanding of gender as a socially and culturally defined system that shapes and is shaped by adult education. (123 references) (YLB)

ED 344 108   CE 061 207

A World Class Workforce for Wisconsin. Governor's Commission for a Quality Workforce. Executive Summary. Technical Findings. Recommendations.
PUB DATE- Apr 91

and performance. A Money Ethic Scale (MES) was recently developed, by which the meaning of money was examined in a sample of 249 full-time employees in the United States. Six major factors (30 items) were identified using the MES scale: good, evil, achievement, respect, budget, and power. In the present study it was purposed to develop a short measure of the Money Ethic Scale. The two items with the highest item-total correlations were selected for each factor. Thus, 12 items were selected for the short MES scale. The correlations between the long MES and the short MES scales were examined using a sample of 688 subjects, including the original 249 subjects. It appears that the original factors: good, achievement, respect, and freedom/power were all combined into one major factor, success. Three factors were identified using the 12-item scale: success, budget, and evil. It is interesting to note that positive attitudes toward money and negative attitudes toward money are not on the same dimension or the same factor. People's positive attitudes toward money and negative attitudes toward money are two separate factors. Thus, the opposite of the notion that "money represents success" is not "money is evil." Future research should use this scale to examine people's attitudes toward money as related to their behavior, performance, and effectiveness in organizations. (Author/LLL)

ED 344 127   CG 024 120

Burke, Beverly G.; Burkhalter, Bettye B.
Effective Recruiting: Assessing Perceptions of Potential Applicants
PUB DATE- 27 Mar 92
NOTE- 6p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Engineering; College Students; Higher Education; *Job Applicants; *Perception; *Recruitment

The shrinking number of new entrants into the U.S. workforce and the smaller proportion of new workers who are well-educated will put organizations dependent on highly qualified personnel in competition for the short supply of qualified individuals. Thus, recruiting strategies will be of increasing concern to many organizations. The research reported here introduces a method for assessing perceptions of potential applicants and was conducted for a state highway department concerned with attracting qualified applicants for civil engineering positions. The sample consisted of 91 undergraduate students in civil engineering or civil engineering technology at 6 universities. The questionnaire was composed of items regarding expectations about employment with the highway department, the importance of various job attributes, and other relevant issues. Ratings on 39 items regarding expectations about employment with the highway department were compared to ratings of importance to the students on the same 39 items. Perceived weaknesses included compensation, advancement, challenge and responsibility, and treatment by management. Strengths included family and other nonwork considerations, benefits, and a variety of career opportunities. This research demonstrated a simple procedure an organization can use for assessing perceptions of potential applicants. Information gained from this type of analysis can be used to determine how to convey information in the recruiting process to optimize attraction

Golda Jacobs, Susan Keys & Geneva Cannon); (11); Interventions with Native Americans" (James Jordan); (12) "Interventions with College Campus Populations" (Allen Ottens, Lynn Fisher-McCanne & Alan Farber); (13) "Crisis Intervention" (Rosemary Thompson); (14) "Family Therapy and Networking" (Artis Palmo & Linda Palmo); and (15) "Legal Considerations for the Practitioner" (J. Jeffries McWhirter & Robert McWhirter). (NB)

ED 344 146 CG 024 139

Worzbyt, John C.; O'Rourke, Kathleen
Elementary School Counseling: A Blueprint for Today and Tomorrow.
PUB DATE- 89
NOTE- 448p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; Child Development; Counselor Educators; Counselor Role; Curriculum Design; *Elementary Education; Planning; Program Development; Program Implementation; *School Counseling; School Counselors

This book was written for elementary school counselors, teachers, and administrators to assist them with the development and management of new elementary school counseling programs and with the renewal and revitalization of existing programs. It may also be useful for counselor educators in preparing counselors in training for their role as future managers, leaders, and service providers in elementary school counseling programs. Part I (chapters 1-6) of this three-part book introduces the reader to a comprehensive management plan which highlights the goals of education, the philosophy of elementary school counseling programs, and the role of the elementary school counselor in the education process. A step-by-step management process, which builds on the four management functions of planning, organizing, actuating, and controlling, is described. Part II (chapters 7-11) carries the counseling program management process into curriculum design. It provides counselors with a learning model; curriculum design ideas pertaining to child development needs; and a number of activities that support the five dimensions of child development (physical, social, self-concept, cognitive, and career development). Part III (chapters 12-13) help counselors and counseling program committees plan for and manage the future by introducing them to the concept of futurism. Counselors are presented with 5 leadership practices and 10 behavioral commitments designed to help them create the future. (NB)

ED 344 147 CG 024 140

Locke, Don C.; Ciechalski, Joseph C.
Psychological Techniques for Teachers.
PUB DATE- 85
NOTE- 384p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

PUB DATE- 87
NOTE- 318p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Counseling Techniques; *Counselors; Counselor Training; Credentials; Economics; Ethics; Legal Problems; Mental Health; *Mental Health Workers
IDENTIFIERS- *Controversial Topics

This book discusses elements of six major areas of controversy which occur between different types of helping professionals. Theme 1 involves identity for the mental health professions. Questions are addressed related to the professional status of various mental health occupations, and who among them shall provide mental health services. Theme 2 involves how and where education and training occur across the mental health professions. Content and form as well as the "culture" of professional training are discussed. Theme 3 involves the credentialing of mental health professionals. Of concern are questions of occupational regulation, restraint of trade, practitioner competence, who will credential, access to certain forms of reimbursement, and other matters. Theme 4 involves legal and ethical issues in the helping professions. Among the major areas of controversy examined are those of the right to treatment or habilitation, informed consent, research use of clients, sexual misconduct, duty to warn or inform, and confidentiality. Theme 5 involves controversies related to theories and techniques used in the mental health professions. Particularly at issue are classifications of behavior, testing and assessment, and the biases inherent in such mechanisms from the standpoint of their relevance and sensitivity to cultural variation among clients. Theme 6 involves the economics of mental health professions, particularly fee-setting in private practice, third-party payment, and the costs and benefits of different forms of mental health delivery. (Approximately 250 references) (LLL)

ED 344 166 CG 024 159

Ooms, Theodora; Herendeen, Lisa
Young Unwed Fathers and Welfare Reform. Meeting Highlights and Background Briefing Report. Report of a Family Impact Seminar (Washington, D.C., November 18, 1988).
SPONS. AGENCY- Consortium of Family Organizations.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Fathers; Federal Legislation; Government Role; *One Parent Family; Policy Formation; Public Policy; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Unmarried Parents; *Welfare Reform

This report contains highlights of a seminar which focused on young unwed fathers and welfare reform. Comments by these panelists are summarized: Rikki Baum, legislative assistant to Senator Patrick Moynihan; Linda Mellgren, from the Office of Income Security; and Margaret Boeckmann, Director of the Office of Employment Policy, Maryland Department of Human Resources. These topics, discussed at the seminar, are summarized: (1) the Family Support Act of 1988 which strenghthened child support

(150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Intermediate Grades; Literature Appreciation; Primary Education; *Reading Strategies; *Story Reading; *Writing Strategies
IDENTIFIERS- *Outlines; *Story Frames

This paper presents "popcorn story frames"--holistic outlines that facilitate comprehension when reading and writing stories, useful for outlining stories read and for creating outlines for original student stories--that are particularly useful for elementary and intermediate school students. "Popcorn" pops in a horizontal manner rather than in a rigid vertical pattern. Like popcorn, story frames approach the reading/writing process from a horizontal outline which tends to be a right-brain process. This approach to writing allows the learner to see the "whole" outline of a story from beginning to end in a simple diagram rather than in the traditional vertical outline format which is more left-brain oriented. This right-brain approach releases the left part of the brain to comprehend at higher levels of critical thinking, more quickly and with more ease. The paper includes: an overview of the into, through, and beyond stages of the popcorn story frame process; a very short story; a literature analysis worksheet and diagram; a story form analysis worksheet; a diagram to assist in mapping a short story; a story frame for ideas; a choose-your-own-adventure storyboard; a sample flow chart; a framework for a whole language integrated literacy curriculum; a story plan; a selection from the story "Arrow to the Sun" and an accompanying gameboard; and a list of 20 story frame resources. (RS)

ED 344 185 CS 010 894

Engel, Brenda S.
Longfellow School Literacy Project: A Five-Year Study of Outcomes from a Whole Language Program in the Primary Grades.
SPONS. AGENCY- General Cinema Corp., Chestnut Hill, MA.
PUB DATE- Dec 91
NOTE- 183p.; Some forms may not reproduce well due to broken print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Reading; Bilingual Students; *Instructional Effectiveness; Primary Education; *Program Effectiveness; *Reading Instruction; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- *Cambridge Lesley Literacy Project MA

A two-part study evaluated the effectiveness of Longfellow School's primary-grade whole-language literacy project. Part 1 of the study began in the academic year 1984-85 with children in standard English and bilingual classes in grade K-3. Over a 5-year period, a total of 1,021 individual assessments were carried out on 336 students. Data consisted of samples of students' work, classroom observations, and teacher interviews. Part 2 of the study collected additional follow-up data on two cohorts, conducted 13 child studies, analyzed summary data, described the context of learning at the school, and critiqued the instruments used. Results from both parts indicated that: (1) all children in standard classes remaining in the program learned to read and write competently by the time they were in the upper elementary grades; (2) children learned in uneven increments, not according to grade level expectations; (3) children in bilingual classes began school with less knowledge of the conventions of print than those in standard classes but

Schools. Occasional Paper No. 4.
PUB DATE- Mar 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Intermediate Grades; Library Collection Development; Library Role; Middle Schools; *Public Schools; *Reading Habits; Reading Materials; *Reading Programs; Reading Research; Reading Teachers; School Surveys; Secondary Education; Staff Development; State Surveys
IDENTIFIERS- *Indiana

A study examined the status of reading in Indiana's public schools. Questionnaires were returned by 460 of the state's 615 public middle, junior, and senior high schools. Results indicated that: (1) new book acquisitions in Indiana's school library media center book collections were only about one-fourth of the recommended number needed to keep collections current; (2) teachers spent less than four hours per year in staff development activities related to reading; (3) much of the time spent by certified media specialists (in those 95% of schools which had such a specialist) was spent on other than library-related duties; (4) almost one out of five students was not enrolled in a class where reading was emphasized during the 1991 school year; (5) 38% of the students whose reading ability fell two or more grade levels below their actual placement were not provided any special assistance; (6) the majority of schools surveyed estimated that 30% or fewer of their students used the nearest public library; (7) most of the schools provided neither programs to encourage teachers to share and discuss books nor programs that allow them to stress the value of reading books; and (8) few schools helped parents encourage their children to read. Findings suggest that Indiana's middle, junior, and senior high schools do not place a high priority on reading. (Twenty-three tables of data are included; a statement of seven policy issues and related recommendations, 56 references, and the questionnaire are attached.) (RS)

ED 344 206 CS 213 167

Batschelet, Margaret; Woodson, Linda
The Effects of an Electronic Classroom on the Attitudes of Basic Writers.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Basic Writing; Computer Assisted Instruction; Computer Networks; Higher Education; *Student Attitudes; *Word Processing; *Writing Attitudes; *Writing Processes; Writing Research
IDENTIFIERS- *Basic Writers

An interim study measured changes in attitudes towards writing and the writing process among basic writing students taught in an electronic classroom (consisting of 25 networked computers). Students in six sections of basic writing which used the electronic classroom for at least 50% of their classroom time, and six control sections which did not use computers were surveyed. In the future, an additional four sections of

Smiling, Sandra
Africa Revisited. Impact II Dissemination Packet.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Creative Writing; Cultural Activities; Dramatic Play; Elementary Education; Foreign Countries; Improvisation; *Multicultural Education; Program Descriptions; Puppetry; Story Telling; Units of Study
IDENTIFIERS- *Africa; *Folktales; New York City Board of Education

This paper briefly describes a unit of study or program called "Africa Revisited," which gives students an opportunity to read African folktales and take part in making them come alive through sociodramatics, improvisations, puppetry, and creative writing. The paper's five main sections are as follows: (1) Project Overview; (2) Project Goals; (3) Project Activities; (4) Outside Resources; and (5) Suggested Books (a list of 15 resources). (SR)

ED 344 226 CS 213 281

Broersma, David H.
The Appreciation Gap: Examining Student Attitudes to Classroom Literature.
PUB DATE- 14 Apr 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Classroom Environment; Educational Philosophy; *English Curriculum; High Schools; *High School Students; *Literature Appreciation; *Student Attitudes; Teacher Role
IDENTIFIERS- Aesthetic Reading; Educational Issues; *Reading Motivation; Text Factors

A teacher's search for a coherent explanation for the resistance of students to high school literature programs, vitally important since student attitudes influence learning, resulted in a discovery of both external and internal causal factors. Externally, an increasing emphasis on competency testing hinders the fostering of lifelong literacy. Poor textbook selection often contributes to a lack of enthusiasm among students. Ineffective teaching methods, especially those focusing on what Louise Rosenblatt has called "efferent" as opposed to "aesthetic" response, deny students a vital relationship with literature. Often the reading has little or no relevance for young adults. Internally, students may have negative attitudes toward literature resulting from unmet personal needs or emotional problems. Students also bring differing levels of ability to a reading, and sometimes they lack meaningful background information for a text. Central to the task of teaching literature should always be a desire to infect young people with an appreciation of literature. Despite the failure of high schools to foster such an appreciation, most teachers continue to teach literature in the same way. If students are to start enjoying literature, teachers must give them the chance to build their own reservoirs of literary experience; teachers must broaden their own understanding of

Kiernan). (SR)

ED 344 245 CS 213 327

Strickland, James, Ed.
English Leadership Quarterly. 1991.
PUB DATE- 91
NOTE- 65p.; Formerly called the "CSSEDC Quarterly."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; English Departments; *English Instruction; *Labeling (of Persons); Literature Appreciation; Secondary Education; *Whole Language Approach
IDENTIFIERS- English Teachers

These four issues of the English Leadership Quarterly represent the quarterly for 1991. Articles in number 1 deal with whole language and include: "CEL: Shorter and Better" (Myles D. Eley); "Toward a New Philosophy of Language Learning" (Kathleen Strickland); "Whole Language: Implications for Secondary Classrooms" (Barbara King-Shaver); "Whole Language: Moving to a Whole New Neighborhood" (Bill Newby); "Student Writers Set Their Own Goals" (Sharon Wieland); "Assessment in a Whole Language Environment: Teaching Students to Document Their Own Writing Progress" (Edgar H. Thompson); and "Returning Vocabulary to Context" (Carol Jago). Articles in number 2 deal with learning labels and include: "Unmasking Psycho/Biological Labels for Language Acts" (Cornelius Cosgrove); "'Skills Kids' and Real Literature" (Sharon Wieland); "Tracking or Sidetracking?" (Carole Bencich); "Flor: A Learning Disabled Child in a Whole Language Classroom" (Deborah Wells); "Room to Talk: Opening Possibilities with the 'At-Risk'" (Suzanne Miller); "Do You Teach LEPs or REAL Students?" (Darlynn Fink); and "A Silent Calling: Why I Chose This Career" (Ron Goba). The changing literature classroom is the focus of number 3 and includes: "Teaching Literature, Canon Formation, and Multiculturalism" (William F. Williams); "Feminism and the Reconstitution of Family" (Jody Price); "When Whole Language Learners Reach Us: Challenges for a Changing Secondary Literature Classroom" (John Wilson Swope); "Writing about Literature with Large-Group Collaboration: The We-Search Paper" (Esther Broughton and Janine Rider); "Tying Reader Response to Group Interaction in Literature Classrooms (Edgar H. Thompson); and "Mr. C. Didn't Do It This Way" (E. Carolyn Tucker). Articles in number 4 discuss whole language, literature, and teaching and include: "Putting an End to 'Cliffs Notes' Mentalities" (Pamela Kissel); "Placing Whole Language in a Workshop Setting" (William Murdick and Rosalie Segin); "The Business of Television" (Rick Chambers); "Student Teacher Education Program" (Joellen P. Killion); "Using Computers to Foster Collaborative Learning in the Creative Writing Classroom" (Theresa M. Hune); "Sentence Combining: A Spoonful of Sugar" (Jace Condravy); "Taking Johnny Back" (Carol Jago); and "Leadership as Shared Vision" (Joseph I. Tsujimoto). (SR)

ED 344 246 CS 507 755

Klein, Jeanne M.
Developmental Perceptions of Reality, Conventions, and Themes in Theatre: "This Is Not a Pipe Dream." Final Technical Report.
PUB DATE- Apr 92
NOTE- 325p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.

Theoretical and empirical work has been focused on explaining individual health behaviors: for example, risky adolescent behaviors such as drinking, smoking, drug use, and unprotected sexual contact. Such models as the Health Belief Model and Fishbein's Theory of Reasoned Action offer explanations of health behaviors. The focus of these models has been to explain the means by which adolescents use cost/benefit analysis to form intentions to act. However, the problem of enactment, or the acting out of intentions, has not been effectively accounted for by current models. The challenge remaining is to translate knowledge about health issues and healthy intentions into healthy behaviors. Programs might augment their success by utilizing an additional focus on enactment skills. Such skills training must center on making it possible to enact health-promoting choice while maintaining self-presentational goals. Thus, researchers should attempt to develop a theory-based approach to the development of a skills curriculum capable of helping to bridge the gap between intention and enactment. (Forty-nine references are attached.) (Author/HB)

ED 344 266 CS 507 793

Walker, Kim B.; Hackman, Michael Z.
Information Transfer and Nonverbal Immediacy as Primary Predictors of Learning and Satisfaction in the Televised Course.
PUB DATE- Oct 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Communication Research; *Distance Education; Higher Education; *Information Transfer; Nonverbal Communication; *Satisfaction; *Student Attitudes; *Teacher Behavior; *Telecourses
IDENTIFIERS- Teacher Immediacy

A study examined which factors of telecommunication system design and instructor style had the greatest impact on student perceptions of learning and satisfaction with televised instruction. Surveys were completed by 164 adult learners evaluating over 20 courses taken via two-way, multi-camera, telecommunications systems. Results showed that "amount of information received" was the single greatest contributor to perceived learning and satisfaction. Stepwise hierarchical results suggest that design of tele-education courses and systems should focus on how students acquire information from this technology. Results indicated that instructor nonverbal behaviors and audio and video transmission also contributed significantly to learning and satisfaction. Results also showed less significant, yet positive, effects for the ability and ease of asking questions during telecourses. Results indicated clearly that direct face-to-face contact with instructors, and interpersonal rapport with other class participants, were less important than the amount of information transmitted in distance education courses. (Four tables of data are included; 29 references are attached.) (Author/SR)

ED 344 267 CS 507 794

Zeuschner, Raymond Bud
Learn by Doing: Practical Applications On and Off Campus.
PUB DATE- Oct 91

Graystone, J. A.
Education Reform Legislation in the UK: A Summary. Mendip Paper.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decentralization; *Educational Change; *Educational Finance; *Federal Legislation; Foreign Countries; *Governance; Higher Education
IDENTIFIERS- *United Kingdom

This paper summarizes the major pieces of education legislation passed in 1988 and 1989 in England, Wales, Northern Ireland, and Scotland. The Education Reform Act 1988, the Education Reform (Northern Ireland) Order 1989, and the Self-Governing Schools Etc. (Scotland) Act 1989 will all transform education in the 1990s. In all countries, the prime legislative aims were to devolve funding and staffing responsibilities to educational institutions and to change the size and composition of college governing bodies or councils. This paper concentrates on further education (FE), summarizing each piece of legislation and briefly noting its effects on FE. Key issues raised by the legislation involve the nature of future college/authority relationships; future relationships among college principal, college management, and governing body; the development of governors or councilors; increased plant bargaining between college management and teaching and other unions; possible confusion in staffing responsibilities; colleges' responsiveness to clients' needs; the future of post-16/tertiary reorganization; governor and council or accountability; and the possibility of corporate status. (25 references) (MLH)

ED 344 287 EA 023 798

Bourguignon, Francois; Lang, Christine
Education and Development: Some Research Directions. Issues and Methodologies in Educational Development: An IIEP Series for Orientation and Training, 2.
PUB DATE- May 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; Economic Development; *Economic Research; *Educational Demand; *Educational Development; *Educational Economics; Elementary Secondary Education; Foreign Countries; Public Schools; Research Methodology; Research Needs

This report focuses on several reasons for questioning the appropriateness of the standard measures of returns to education in deciding about education programs and evaluating their comparative advantages vis-a-vis other investments in developing countries. The goal is to provide some guidelines in selecting future research options in the field of education and development. This paper concentrates on two sets of issues arising on the "demand side" of education. The first is secondary and postsecondary instructors participated in the study. The Nominal Group Technique was used as the method for collecting data. The participants identified and ranked 12 roles for business representatives and 14 roles for educators to assume in establishing a new collaborative relationship. Findings indicate that perceptions of roles were based upon multiple purposes. A relationship existed between the roles identified for business and those identified for education, and in many cases they may be viewed as companion roles. Capacity to accomplish the role rather than importance may have determined the rank-ordering of roles. Role perceptions were related to current concerns and contemporary topics in literature. Four recommendations for replication of the study are offered. Two tables are included. (12 references) (LMI)

ED 344 307 EA 023 875

Reed, Donald B.; Mannaford, Marion E.
Practitioners as Case Researchers and Writers.
PUB DATE- Oct 91
NOTE- 57p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 25-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Case Studies; Educational Administration; Elementary Secondary Education; Graduate Students; *Graduate Study; Higher Education; Qualitative Research; Research Skills; Student Projects; *Student Research
IDENTIFIERS- *Washington State University

The effect of an educational administration course at Washington State University on graduate students' acquisition of research skills and knowledge base is explored in this paper. The first part discusses the need for student-conducted case studies in educational administration. The second part describes how the course provides students with research experience through their conducting case studies of practicing educational administrators. The third part describes the impact of conducting case studies on students in terms of knowledge gained in the research process and the role under study. A survey of 44 students enrolled during 1988-90 elicited 39 returns, an approximately 87 percent response rate. Findings indicate that the degree of satisfaction with the program and course correlated positively with the degree of knowledge gained. Students gained the same level of knowledge despite differences in educational aspirations, gender, and session of enrollment. Gains include knowledge that was realized after completion of the study and the development of important research skills. Limitations include time constraints and case study as a partial solution to problems in educational administrator preparation. The appendix includes a list of leadership case studies conducted from 1989-90 as well as the survey instrument. Ten figures are included. (LMI)

ED 344 308 EA 023 878

Hennes, James, Ed.; Larsh, Jane, Ed.
Restructuring Education: Strategic Options Required for Excellence. Conference Edition, Revised.
PUB DATE- Jul 90
NOTE- 128p.
LANGUAGE- English

Administration; Professionalism; United Kingdom

Aimed primarily at practitioners, this book's main objectives are to illuminate significant educational administration issues, sensitize readers to rapid and inevitable changes in the field, guide well-informed administrative action, review emerging developments, and demonstrate the Commonwealth Council for Educational Administration's leadership as a professional association. Section 1 briefly describes changes in the concept of the Commonwealth, highlights the Commonwealth Secretariat's role, and describes the development of the CCEA as an international leader in educational change. Section 2 analyzes key issues such as centralization and decentralization, autonomy and accountability, effective schooling, teacher professionalization, and equity and diversity in multicultural studies. Section 3 describes and analyzes the roles played by the principal/head teacher and the superintendent/education officer. The final section identifies some significant resources to illuminate, support, and expand the administrative process. Attention is focused on administrator education and training, the relevance of new perspectives for improved practice, and the CCEA's role in future development. Each chapter is accompanied by extensive references. An index and notes on contributors are included. (MLH)

ED 344 328   EA 023 905

Shoop, Robert J.; Dunklee, Dennis R.
School Law for the Principal: A Handbook for Practitioners.
PUB DATE- 92
NOTE- 349p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Administrator Responsibility; Court Litigation; Elementary Secondary Education; Legal Responsibility; *Principals; *School Based Management; *School Law; *Student Rights; *Teacher Rights; Torts

The relationship between the principal and the law has never been easy to define. This book provides basic information on the current status of law, risk, and site-based management as they relate to the legal rights and responsibilities of principals. Twenty-one chapters are included in five sections. The first section discusses the school and the legal environment and contains a single chapter, entitled "The Legal Environment." The second section, "The Legal Relationship of the Principal to the Teacher," contains three chapters: "Constitutional and Statutory Foundations of Staff Selections"; "Contracting and Evaluation"; and "Teachers' Constitutional Rights, Terms, and Conditions of Employment." The third section focuses on the legal relationship of the principal to the student and includes five chapters: "Academic Issues"; "Student's First Amendment Rights"; "Student Records"; "Search and Seizure"; and "Student Discipline." Section 4 includes eight chapters on issues associated with program management: "Compulsory School Attendance"; "Religion in the Public Schools"; "Special Education"; "Bilingual and Special Language Programs"; "Health and Safety Issues"; "Copyright Law"; "Textbook Selection and Censorship in the Schools"; and "Community Education." The last section discusses the principal's tort liability for negligence and risk management and contains four chapters: "Tort Liability for Negligence and Risk Management"; "Duty and Standard of bibliography of 11 items conclude the booklet. (DB)

ED 344 349 EC 301 075

Dawson, Sarah A.
Educational Progress Profiles of Cochlear Implant Children.
PUB DATE- 22 Nov 91
NOTE- 9p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Atlanta, GA, November 22-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Communication Aids (for Disabled); Communication Skills; Congenital Impairments; *Deafness; Early Childhood Education; Hearing Aids; *Hearing Impairments; Intermediate Grades; *Intervention; Language Acquisition; Mathematics Achievement; Oral Communication Method; *Outcomes of Treatment; Parent Attitudes; Reading Achievement; Surgery; Teacher Attitudes; Vocabulary; Young Children
IDENTIFIERS- *Cochlear Implants

This study examined the educational development of 22 children (ages 2 to 10), under the supervision of the Cochlear Implant Team of the Medical College of Virginia, who had received implants as a result of deafness (in most cases prelingual and congenital) from 6 months to 3 years prior to the study. Data included a review of the children's case files, classroom and clinical observations, and surveys of parents and teachers. Major findings included: primarily oral communication was used by two-thirds of the children post implant (compared to one-third prior to implant); none of the children had a vocabulary comparable to that of peers before the implant but 26 percent did when evaluated after the implant; following the implant, two-thirds were performing on level with peers in mathematics, with one-third on level in reading and related areas; all teachers reported that their expectations of the implant were met or exceeded; observed progress of skills was beyond that of normal developmental progression; and both parents' and teachers' responses indicated overall successful adjustment and satisfaction with the device. A questionnaire is attached which is intended to aid in providing follow-up data on the progress of children receiving implants. (DB)

ED 344 350 EC 301 076

Young, Steven C.
Improving the Coordination of Treatment Planning between Professional and Paraprofessional Staff at a Residential Center for Adolescent Males by Implementing an Interdisciplinary Team Approach.
PUB DATE- 91
NOTE- 145p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Behavior Disorders; Coordination; Decision Making; *Emotional Disturbances; *Interdisciplinary Approach; *Learning Disabilities; Paraprofessional Personnel; Professional Personnel; Program Administration; Program Development; Program Evaluation; Recordkeeping; Residential

therapy, psychology, counseling, social work, and speech/language pathology. Recent court cases, due process hearings, and the specifics of federal law are noted. School districts are encouraged to write complete Individualized Education Programs, to work with parents to develop services, to improve coordination of services, and to take constructive community actions. Includes 50 references, a bibliography of 46 items, and a listing of 30 organizations or other national information resources. (DB)

ED 344 368 EC 301 094

Coleman, Mary Ruth; Gallagher, James J.
Report on State Policies Related to the Identification of Gifted Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Identification; Bias; Cultural Differences; Definitions; Disabilities; Due Process; Educational Legislation; Educational Policy; Elementary Secondary Education; *Eligibility; *Gifted Disabled; *Gifted Disadvantaged; *Minority Groups; Poverty; State Legislation; *State Standards; Student Placement; Talent Identification

This report provides an analysis of state policies to identify specific policy barriers to identification of gifted students and to locate states with model policies to facilitate the identification of underserved gifted students (culturally diverse, economically disadvantaged and students with disabilities). The analysis of each state's documents looked at six areas: (1) legislation; (2) definitions of "gifted"; (3) standard identification practices; (4) nonstandard identification practices; (5) due process and grievance procedures; and (6) specific references to gifted students from special populations. Forty-three states have policies on screening. Formal identification often relies on the use of multiple criteria with 46 states incorporating outside school activities, work samples or products and 43 states including measures of creativity. Thirty-three states have mandates for gifted education which are supported by some level of funding. Forty states specifically mention culturally diverse gifted students and 38 include economically disadvantaged children. Students with learning disabilities are addressed by 38 states, and students with sensory and physical disabilities are mentioned by 36 states. Overall findings indicate that, although state policies do not appear to be preventing full services to special populations, program demographics indicate underrepresentation of special groups. Four possible barriers are postulated including: lack of local understanding of state policies; fear of overwhelming numbers if identification is "opened"; lack of resources; and lack of ownership by individuals from special populations towards the program for gifted students. The content analysis matrix is appended. (9 references) (DB)

ED 344 369 EC 301 095

Accommodating Student Differences: A Resource for Teaching Gifted and Talented Children.
PUB DATE- 91

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adults; Behavior Problems; Children; Community Programs; Daily Living Skills; Decision Making; *Delivery Systems; Educational Principles; Educational Strategies; Elementary Secondary Education; Instructional Design; *Instructional Development; *Mainstreaming; Models; Multiple Disabilities; Outreach Programs; Rural Areas; Selection; *Severe Disabilities; Student Placement; *Teaching Methods
IDENTIFIERS- Behavior Management; Community Based Education

This collection of papers examines instructional environments for students with severe disabilities. It points out that two principles should guide the selection of all instructional environments for all types of learners at all stages of instruction: the environment should be the least restrictive environment possible and it should be the most instructionally effective. Papers have the following titles and authors: "Selecting Instructional Environments for Students Having Severe Multiple Handicaps" (David Baine); "Community-Based Instruction: Its Origin and Description" (Marg Csapo); "Searching for the Criterion Environment: Issues in Theory and Research" (Dick Sobsey); "Guide to the Development and Evaluation of Community-Based Instruction" (David Baine); "Integration Models for Students with Moderate to Severe Disabilities" (Cathi Hill); "Behavior Management of Individuals with Severely Challenging Behavior in Rural Community Settings" (Linda McDonald and Stewart McDonald); "Behavioral Support: A Transition from Residential to Outreach Services" (Larry MacDonald and Barry Brazier); "Quality of Life for Adults with Developmental Handicaps: Some Issues for Discussion" (Roy I. Brown); and "Behavioral Assessment of Community Living Skills: Considerations for Practitioners" (Dickie Yu and Maurice Feldman). References are provided for each paper. (DB)

ED 344 389 EC 301 118

Csapo, Marg
Community-Based Instruction: Its Origin and Description.
PUB DATE- 91
NOTE- 20p.; In: Baine, David, Ed. Instructional Environments for Learners Having Severe Handicaps; see EC 301 117.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; Curriculum; *Disabilities; Educational Cooperation; Elementary Secondary Education; Experiential Learning; Individualized Education Programs; Influences; Instructional Development; Normalization (Handicapped); *Rehabilitation; *Teaching Methods; Teamwork
IDENTIFIERS- *Community Based Education

This book chapter puts community-based rehabilitation and community-based instruction in an historical perspective by describing a number of influential social, political, legal, technological, and philosophical factors that have shaped contemporary special and regular education. The characteristics of community-based instruction, community-based curricula, and community-based individualized education plans (IEPs) are discussed, as are methods for developing and implementing community-based instruction. Instructional techniques, ecological inventories, discrepancy analyses, and methods for

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; Educational Quality; *Educational Trends; Elementary Secondary Education; *Excellence in Education; Futures (of Society); *Gifted; *Grouping (Instructional Purposes); Heterogeneous Grouping; Homogeneous Grouping; Middle Schools; Models; School Business Relationship; School Demography; *School Restructuring

This chapter reviews recent trends toward increasing emphasis on excellence in American business and applies these trends to school reform and restructuring in the context of gifted education. First, it notes the main ideas of recent business and education excellence studies which call for radical changes in the American education system. Examined is the dilemma of balancing the educational demands of equity and excellence especially in an age of major demographic shifts. A quality-oriented paradigm is proposed which merges equity and excellence and focuses on the individual thus replacing the industrial model paradigm which focused on the "system". The issue of ability grouping is considered and research supporting within class grouping is cited. Concepts underlying the middle school approach are noted as another example where the equity/excellence dilemma and grouping concerns emerge. "Equifinality" is offered as a concept which suggests many potential ways to reach resolution especially when the focus is always on the individual gifted learner and the teacher/facilitator. (18 references) (DB)

ED 344 409 EC 301 138

Frank, Roselyn
School Restructuring: Impact on Attitudes, Advocacy, and Educational Opportunities for Gifted and Talented Students.
PUB DATE- Mar 92
NOTE- 7p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; Cultural Differences; Curriculum Development; *Educational Change; Elementary Secondary Education; Futures (of Society); *Gifted; School Business Relationship; School Community Relationship; School Demography; *School Restructuring; *Talent
IDENTIFIERS- Diversity (Student)

Educational reform efforts toward school restructuring are examined for their impact on the education of gifted and talented students. Considered first are implications of societal changes including changing demographics (e.g., increasing student diversity), changes in family structure and in interactions between school and family, and changes in the workplace (requiring a better educated work force). A vision is offered of a restructured school where all students are challenged according to individual abilities and learning styles. Such a vision is seen to require changing attitudes with many community organizations becoming new stakeholders, with student diversity being celebrated, with curriculum reform throughout impacting at-risk students (including gifted at-risk students), with increased family involvement, with gifted and talented students engaged in active learning experiences like community service, and with development of school business edition" are identical except for occasional marginal notes in the latter. This booklet begins with an introduction to ecology and continues with the theme of environmental conservation and pollution prevention. Three case studies deal with: a community's concern over air pollution and related health hazards; damage to environment and living organisms caused by uncontrolled use of certain pesticides; and pollution in the marine environment. Pollution's impact on human lifestyles and conflicting views and values are emphasized. A glossary and a resource list are included. (MSE)

ED 344 428 FL 019 728

Urban Ecosystems. Environment Booklet 4. Teacher's Edition =Ecosist urbanos. Libro del medio ambiente 4. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 389p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; *Community Development; Decision Making; *Earthquakes; *Ecology; *Environmental Education; Learning Modules; *Political Influences; Secondary Education; Skill Development; Social Studies; Thinking Skills; *Urban Areas
IDENTIFIERS- *Interest Groups

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and are designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical except for occasional marginal notes in the latter. This booklet provides an introduction to ecology and pursues the theme of the community as an ecosystem. The three case studies provide documents explaining how an earthquake affects a community's ecosystem, involve students in examining how interest groups influence community leaders in decision-making, and help students establish personal and group criteria for developing a new community while preserving the environment. A glossary and a resource list are included. (MSE)

ED 344 429 FL 019 729

Environment Module. Test Booklet. Test Items for Booklets 1, 2, 3, 4=Libro de prueba. Modulo del medio ambiente. Itemes de prueba para los libros 1, 2, 3, 4.
SPONS. AGENCY- Department of Education, Washington, DC.

(141)
DESCRIPTORS- *Competency Based Education; Curriculum Design; Educational Change; *Educational Objectives; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Instructional Materials; Modern Languages; *Second Language Learning
IDENTIFIERS- *National Curriculum; *United Kingdom

The Graded Objectives in Modern Languages (GOML) approach has contributed to the reform and development in the teaching of modern languages in the United Kingdom during the past 10 years. The introduction of shorter-term goals has revolutionized the way in which many teachers think about what should be taught to their students, and how it should be taught. This book first presents articles and reports from the GOML in-service training course, July 1990, and then gives reviews and reports from GOML groups throughout the country. The in-service training reports are given in two sections, one on responses to the educational reform act and the other on methodology and materials. Specific chapters are as follows: "Graded Objectives and the National Curriculum" (B. Page); "Languages and the Educational Reform Act: A Head Teacher's Perspective" (A. [illegible]); "Accepting the Challenge: Modern Languages, GOML and the National Curriculum--A Policy for the 1990s" (group session); "Languages and Learners with Difficulties" (P. McLagan); "Languages and the Able Learner" (G. Kerry); "Adapting Teaching Materials for the National Curriculum" (B. Jones); and "Developing Materials for Creative Teaching" (group sessions). (LB)

ED 344 447 FL 020 091

Nuopponen, Anita, Ed.; Palmberg, Rolf, Ed.
Special Languages and Second Languages: Methodology and Research. Number 47. AFinLA Yearbook 1989.
PUB DATE- 89
NOTE- 225p.; Papers presented at a Symposium of the Finnish Association of Applied Linguistics (AFinLA) (Vaasa, Finland, November 19-20, 1988). For selected individual papers, see FL 020 092-098.
LANGUAGE- English; Finnish; German; Swedish
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; *Finnish; Foreign Countries; Higher Education; *Intercultural Communication; *Language Research; Languages for Special Purposes; Language Styles; Language Tests; Machine Translation; Morphology (Languages); *Research Methodology; *Second Language Learning; Semantics; Swedish; Translation; Uncommonly Taught Languages
IDENTIFIERS- *Finland; Sweden

This publication consists of a collection of 18 papers in English, German, Swedish, and Finnish originally presented at a 1988 symposium of the Finnish Association of Applied Linguistics (AFinLA), which was organized jointly by the University of Vaasa and the Department of Teacher Education at Abo Akademi, Finland. Papers focus on the following topics: Second language learning and instruction; computer assisted translation and language learning; language research; instruction of Swedish as a second language in Sweden; translator training; textlinguistics; semantics; morphology; cross-cultural language styles; and languages for specific purposes in Finnish universities. (VWL)

ED 344 448 FL 020 092

Knowledge/Participatory Research" (Rajesh Tandon); and "Literacy and International Cooperation" (Budd Hall). The conference evaluation, a participant list, and the forum program are provided. (NLA)

ED 343 997 CE 060 569

Improving the Delivery of Guidance and Counseling Services at Metropolitan Center. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- 30 Jun 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; Career Development; *Career Education; *Career Guidance; Disabilities; *Guidance Centers; High Schools; Marketing; Program Development; *Program Implementation; Public Relations; *School Guidance; *Sex Fairness

A 3-year project (July 1, 1988 to June 30, 1991) aimed to improve the quality of guidance and counseling services delivered to secondary students eligible to attend the Metropolitan Center, and area vocational center serving students in a four-county area around Little Rock, Arkansas. The focus of the program was to provide supplementary services not available elsewhere in school and in the community. The program had the following objectives: (1) assist and enable students to make realistic educational and career decisions based on their aptitudes, interests, abilities, and values; (2) provide support for program entry and successful program completion; (3) assist students in successful transition to the next step while they are in high school and after graduation; (4) assist students with developing positive interpersonal skills; (5) develop and adopt sex fair counseling policies and practices; and (6) develop counseling policies and practices to help special needs students make the transition from school to work. Some of the positive outcomes of the program included the following: providing career experiences for more than 7,000 students who came to the center; developing a successful marketing plan and raising $5,000 for public relations activities; increasing counseling time spent in direct services to students from 76 percent to 95 percent; increasing the retention rate for the second year of the program despite the effect of strict educational standards that stress basic instead of vocational skills; increasing the number of students who make passing grades at Metropolitan; and providing access nontraditional students and students with disabilities. At the conclusion of the program, 90 percent of the students felt that the center helped them prepare for their future careers. (Appendixes include a list of career courses at the center, information on enrollment procedures, and a marketing plan.) (Author/KC)

ED 343 998 CE 060 688

The Skills Enhancement Training Program. Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Mar 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

742.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Advisory Committees; *Agricultural Education; *Agricultural Occupations; *Articulation (Education); College School Cooperation; *Competency Based Education; Curriculum Development; Educational Planning; High Schools; Job Skills; Needs Assessment; Occupational Information; Prerequisites; Two Year Colleges; *Vocational Education
IDENTIFIERS- 2 Plus 2 Tech Prep Associate Degrees; DACUM Process

The aim of the Texas model articulation programs, commonly 2 years of postsecondary instruction. This "how-to" manual for 2 2 2 year of postsecondary instruction. This 'how-to" manual for 2 2 Agricultural Occupations provides secondary students with the opportunity to develop saleable skills upon completion of the first 2 years of competency-based curriculum. The curriculum includes occupationally specific courses, general academic courses, and workplace competencies. The first three sections outline the rationale behind the 2 2 program and the needs assessment that determined its curricula, and provide a list of the advisory committee members. Other sections deal with developing the curriculum; basic course outlines; instructor qualifications; program/curriculum; the makeup and selection of the 2 2 development and implementation staff; student follow-up, the articulation agreements process, and evaluation. Two appendices provide 2 2 user's group definitions and 2 2 agriculture curriculum examples. The 10 examples provided form half of this document; they are: sample duty and task list for agriculture 2 2 programs; description of the occupation and basic objective of the curriculum; secondary to postsecondary flowchart; recommended student prerequisites; sample basic agricultural course outlines; sample reference materials; sample line drawing of recommended facilities; sample tools and equipment; sample competency profile; and sample articulation agreement. (NLA)

ED 344 016 CE 060 742

Articulated Curriculum for Agricultural Occupations. 2 2. Second Year Final Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- 90
NOTE- 118p.; For related documents, see ED 337 675-678 and CE 060 741.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Advisory Committees; *Agricultural Education; *Agricultural Occupations; *Articulation (Education); Business Administration; Catalogs; College School Cooperation; *Competency Based Education; Course Descriptions; Course Objectives; Curriculum Development; Dairy Farmers; Educational Planning; Floriculture; High Schools; Job Skills; Nurseries (Horticulture); Occupational Information; School Business Relationship; Small Businesses; Two Year Colleges; *Vocational Education
IDENTIFIERS- 2 Plus 2 Tech Prep Associate Degrees; Poultry Farms

IDENTIFIERS- *England
A system was developed in the Open Learning Centres to make resources and instructional materials available to adult basic education (ABE) students. The materials were organized so that information could be provided to students to help them make choices among the items. Initially, a color coding system was devised, but it was found that it was not useful. The project sought a system that would enable students to find quickly exactly what was wanted, be easy to understand, offer a realistic choice of resources, give an indication of levels, indicate probable outcomes, be linked to accreditation levels, be capable of being added to or amended by anyone, invite comments from users, and suggest rather than stipulate. As a result, study guides were developed for mathematics and spelling. The guides are displayed on a revolving stand holding instructional materials that suggest items to use. The guides have made it easier for students to be involved in the choice of appropriate resources, and the student can survey all that is available before starting to work. (KC)

ED 344 035 CE 060 788

Snyder, Lester M., Jr.
The Basic/Essential Skills Taxonomy. Second Edition--Revised.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Jul 90
NOTE- 183p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; Classification; *Coding; Competence; Competency Based Education; Curriculum Development; Economics; Entrepreneurship; *Free Enterprise System; *Language Arts; *Mathematics Instruction; Reading Instruction; *Science Instruction; Secondary Education; Skill Development; Writing Instruction
This revision of the "Basic/Essential Skills Taxonomy" exhibits changes based on use of the original taxonomy in the field. It features more precise definitions of the levels of key words and phrases, the deletion of some science items that ranged above basic skills, the combination of the language arts sections from the original two parts, and slight revisions of the enterprise and mathematics sections. The taxonomy provides three skills lists for each of these knowledge areas: free enterprise, language arts, mathematics, and science. The first list presents the skill expressed as a verb, followed by link A (generic constructs) and then Link B (more precise concepts related to the construct). The second list presents Link A first, followed by Link B, and then the verb. The third list presents Link B first, followed by Link A, and then the verb. These three lists are provided as aids in coding the materials. Each list is presented in alphabetical order to assist in the search for a match. Codes are also provided so that a relational database program can be used in a computer-assisted analysis. Appendixes include subcategories and multiple uses of codes for language arts. A coder's guide presents practical guidelines for persons responsible for assigning numeric codes to curriculum materials. A series of exercises provides practice in coding. The taxonomy provides a means for making comparisons between curriculum materials that are developed from differing educational philosophies. (KC)

These steps are described: task list verification, what to do with a verified task list, task standards and conditions, enabling objectives, performance guides, evaluation, using a competency profile, teaching activities, and lesson planning. A checklist for action is provided. Attached to the 38-page guide is a resource guide to which reference notations are made in the teacher's guide. The resource guide is divided into four sections. The performance objectives section contains materials on components of objectives, rules for performance objectives, domains of objectives, and shopping lists of verbs. The evaluation tools section offers definitions, describes the three domains, and contains indepth discussions of cognitive, psychomotor, and affective evaluation. The third section is a guide for implementing articulation. The final section offers suggestions for special needs students. (YLB)

ED 344 053 CE 060 827

Maryland Apprenticeship and Training Program. Status Report July 1, 1990-June 30, 1991.
PUB DATE- 30 Jun 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Apprenticeships; Competency Based Education; Emerging Occupations; Industrial Training; *Job Training; Labor Market; Labor Supply; Marketing; Nontraditional Students; Postsecondary Education; Program Administration; Program Improvement; Skilled Workers; *State Programs; Trade and Industrial Education; Work Experience Programs
IDENTIFIERS- *Maryland

During 1990-91, Maryland's apprenticeship program prepared workers for careers in highly skilled trades and crafts. Apprenticeship programs are operated throughout the state by sponsors (employers or a joint committee of employers and union representatives). Maryland's apprenticeship system provides services to the business community and individual workers. Some key figures are as follows: there was a 64% growth in apprentices during this time period; 3,075 new workers entered the system; 847 apprentices graduated to journeyperson status; there has been an increase in the participation of minorities and women in apprenticeship; there were 648 statewide sponsors; over 160 occupations were represented; and 1.049 million industrial hours of instruction were provided to 5,204 apprentices. The Maryland Apprenticeship and Training Council established three areas for improvement: target activities to areas of skilled labor shortage, improve program administration, and promote and market apprenticeship. A blueprint for action has five areas of focus: improve program quality, include emerging occupations, emphasize acquisition and demonstration of competencies, improve access to apprenticeship, and increase employer/employee participation. (Three appendices are included: council membership, related instruction for apprenticeship by participating Maryland schools, and apprenticeship demonstration projects--1991-92.) (NLA)

ED 344 054 CE 060 831

Kutner, Mark; And Others
Study of ABE/ESL Instructor Training Approaches. Phase I

presentation of courses and seminars. (YLB)

ED 344 071 CE 060 889

Kentucky Cooperative Vocational Education. Coordinator's Handbook. Revised.
PUB DATE- Mar 89
NOTE- 175p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; Competency Based Education; *Cooperative Education; Cooperative Programs; Coordination; Educational Cooperation; Enrollment; Evaluation Methods; *Guides; *Instructor Coordinators; Job Placement; Legislation; Program Administration; Program Development; Public Relations; School Business Relationship; Secondary Education; Teaching Methods; *Vocational Education
IDENTIFIERS- *Kentucky

This handbook assists vocational education personnel in planning, organizing, and implementing cooperative education activities. The handbook provides a basis for teachers, supervisors, and administrators in making decisions and standardizing cooperative education activities throughout Kentucky. The handbook's 11 sections are as follows: (1) cooperative vocational education; (2) the administrative process; (3) legal aspects; (4) using a co-op advisory committee; (5) public relations; (6) coordination process; (7) enrollment process; (8) placement process; (9) evaluation process; (10) related instruction; and (11) competencies required in the planning, organizing, managing, and the evaluation of a cooperative education program. Examples, forms, and figures are included in some sections. (NLA)

ED 344 072 CE 060 890

Are Students Treated Differently and Sexual Harassment--Seminar for Vocational Teachers. Elimination of Sex Bias/Sex Stereotyping Project. Final Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 87
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; *Behavior Change; Classroom Techniques; Inservice Teacher Education; Postsecondary Education; Pretests Posttests; Secondary Education; Seminars; *Sex Bias; *Sex Fairness; Sex Stereotypes; *Sexual Harassment; Teacher Attitudes; Teacher Behavior; Teaching Methods; Vocational Education; *Vocational Education Teachers; Workshops
IDENTIFIERS- University of Louisville KY

The University of Louisville conducted a study to determine participants' knowledge of what constitutes sex bias and their ability to recognize situations in which biased behavior is exhibited. The University's Department of Occupational Education sponsored a 10-hour workshop to train vocational educators in methods of incorporating sex fair teaching practices into the classroom and make them aware of the an equipment and supplies list, a performance standard, suggested references for teachers and students, activities, and evaluation criteria. Some of the topics covered by the activities are: classification of transportation systems; and planning land, marine, air, and space transportation systems. The guide contains six appendixes: (1) information and record sheets; (2) support material on hot air balloons; (3) a tool and equipment list; (4) a supply list; (5) a 17-item bibliography; and (6) a facility layout. (KC)

ED 344 091   CE 060 919

A Developing Aptitude Model--Sex Equity. Summary Report.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Females; Mathematical Applications; Mathematics Education; *Nontraditional Occupations; *Outcomes of Education; *Program Development; Program Effectiveness; Program Implementation; Science Education; *Sex Fairness; Technical Education; Two Year Colleges; *Womens Education
IDENTIFIERS- *Fox Valley Technical College WI

During a 2-year period, Fox Valley Technical College (FVTC) in Wisconsin developed a "New Directions" project, funded by the Job Training Partnership Act (JTPA), that successfully identified, enrolled, and graduated 30 women in a training program for nontraditional occupations. Project activities included scheduling morning and evening classes to meet the needs of shift workers and developing an outline for a 10-week course covering the following topics: introduction to technical thinking, abstract reasoning, spatial relations, mechanical or electrical problems, tools, levers and simple machines, electricity, gears, and drive trains. After 10 weeks of classes, comparison of pretests and posttests showed significant gains in these areas for the women who completed the course. Many of the support services designed for the project, such as pretechnical mathematics and science courses, continue to be used for all students to ensure greater academic success. Expansion of the program is sought for the future to enroll 100 women in pretechnical developing aptitude courses. (Attached to the report are narratives and graphs of project development activities.) (KC)

ED 344 092   CE 060 921

Guikema, Kelli A.
A Study to Determine the Job Tasks and Levels of Employment for Apparel and Accessories Marketing Occupations Using DACUM Occupational Analysis. Final Report.
PUB DATE- 24 Apr 92
NOTE- 114p.; Lee Honors College Thesis, Western Michigan University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Career Ladders; Competency Based Education; Curriculum Development; *Distributive Education; Employment Level; *Fashion Industry; High Schools; *Job Analysis; *Job

NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Career Education; *Educational Improvement; Educational Needs; Educational Planning; *Education Work Relationship; Elementary Secondary Education; *Employer Attitudes; *Labor Force Development; Noncollege Bound Students; School Business Relationship; *Statewide Planning; Technical Education; Two Year Colleges
IDENTIFIERS- *Wisconsin

The skill needs of 3,500 Wisconsin employers were surveyed by mail (1,850 usable returns) and by telephone those of 102 of these employers (93 percent response). Findings included the following: (1) most employers face an increasing shortage of skilled workers; (2) employees tend to be deficient in basic skills; (3) employers are striving for continuous improvement; (4) 57 percent of Wisconsin employers have some involvement with education; (5) about 20 percent of Wisconsin businesses are "best practice firms"; and (6) employers emphasize strengthening basic skills at every level and strengthening technical skills at technical colleges. The following recommendations were made: (1) more Wisconsin employers must adopt new technologies; (2) technical colleges must upgrade offerings to meet employers' needs; (3) technical colleges must work with employers to improve access to training; (4) public education must adopt outcome-oriented, competency-based educational objectives; (5) a Certificate of Initial Mastery should be a prerequisite for employment or training for high school students; (6) technical colleges and high schools must improve alternative education to prevent dropout; (7) high school curricula must be redesigned to prepare noncollege-bound students for technical careers; (8) high school counselors must work with employers to improve the school-to-work transition for noncollege-bound students; and (9) educators and counselors must improve career education. (Appended to the technical findings are the survey form and responses, a list of Wisconsin counties, and 13 references.) (KC)

ED 344 109   CE 061 444

National Crime Information Center (NCIC) Training Videos.
PUB DATE- 91
NOTE- 204p.; This document consists of 18 brief printed facilitator guides that accompany the training videos.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Crime; *Crime Prevention; Databases; *Information Networks; Information Systems; *Law Enforcement; *Police Action; *Police Education; Training
IDENTIFIERS- *National Crime Information Center

The Federal Bureau of Investigation's National Crime Information Center (NCIC) maintains a set of computerized files of documented criminal justice information reported by a network of over 60,000 participating national, regional, state, and local agencies. The files, dealing with wanted persons, missing persons, unidentified persons, and stolen property, are accessible through police radios, dispatch personnel, and NCIC terminals. The service operates 24 hours per day, 365 days per year, on a host computer system with telecommunications lines without setting unrealistically high expectations. (LLL)

ED 344 128   CG 024 121

Floerchinger, Debra S.; Young, Kelvin E.
A Wellness Approach to Career Counseling on the College Campus.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; *College Students; Counselor Role; *Health; Higher Education; Models; Student Role
IDENTIFIERS- *Wellness

"Wellness" is a widely used term to describe a participative process through which the individual becomes aware of and makes choices toward a more successful or healthy existence. Many colleges and universities have utilized wellness philosophies or models in a variety of areas. The wellness model serves as an outline for decision making in which the student asks a series of questions within each of the six dimensions--social, occupational, spiritual, physical, intellectual, and emotional--of Hettler's (1980) model. During a counseling or advising contact the outline is explained and discussed. The student is then given a copy of the inventory to carry along on job interviews, and finally, the student may choose to make a follow-up appointment with the counselor or advisor to discuss perceptions of the person-environment fit of each particular job opportunity. It is important for the professional and student to recognize that lifestyles are unique and personal. There is no single model for wellness which will identify the needs and values of all individuals. It is never too early to start making decisions which will be beneficial to one's physical and mental health. Career decisions can influence every other aspect of one's life, and are thus vitally important to the wellness concept. (LLL)

ED 344 129   CG 024 122

Manners, Pamela; Smart, David
Family Type as a Predictor of Sexual Intercourse and Alcohol Use in Young Adolescents.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Assocation (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Drinking; Family Characteristics; *Family Influence; *Family Relationship; *Family Structure; Grade 8; Junior High Schools; Junior High School Students; *Sexuality

Several authors have investigated the relationship among family variables and adolescent sexual behavior and young adolescents' use of alcohol has also been studied as it relates to family factors and sexual activity. This research is based on data from the second year of a six-year longitudinal study, which explores psychosocial and demographic factors associated with problem behaviors among adolescents. The specific aim of this study was to identify links among adolescents' family type, early sexual experience, and alcohol use. It was predicted that

DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; *School Counseling; *School Guidance; *Teacher Role

This book emphasizes the application of counseling, guidance, and counseling psychology principles in the classroom. Chapter 1 provides an overview of the role of counseling and guidance in schools, and chapter 2 presents basic theoretical models applicable to teachers, including the theories of Piaget, Kohlberg, Erikson, and Havighurst. Chapter 3 describes communication techniques for teachers. Chapter 4 focuses on the use of test information and includes sections on testing terminology, kinds of standardized tests, uses and misuses of such tests, sources of information about tests, and statewide assessment programs. Chapter 5 explains how teachers can interrelate nonstandardized information with other data. Discussions focus on observational techniques, rating scales, sociometric techniques, autobiographies, anecdotal records, and case studies. Chapter 6 concentrates on self-concept and discipline. Chapter 7 explores the teacher and group situations, and chapter 8 describes work with special groups. Chapter 9 looks at career and vocational development, while chapter 10 provides occupational, vocational, and education information. Chapter 11 focuses on developing relationships. Chapter 12 describes teaching students with special problems (drug and alcohol abuse, single-parent families, death and dying, and juvenile delinquency) and chapter 13 looks at special problems of teachers. The final chapter focuses on the application of statistical concepts to test data. Each chapter concludes with its own bibliography, most also include a summary, and some contain lists of activities and suggested readings. (NB)

ED 344 148 CG 024 141

Humes, Charles W.
Contemporary Counseling: Services, Applications, Issues.
PUB DATE- 87
NOTE- 415p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; Consultation Programs; *Counseling Services; Counseling Techniques; Counseling Theories; Counselor Training; Ethics; Higher Education; Legal Responsibility; Textbooks
IDENTIFIERS- Family Therapy

This book was written to serve as a basic text in courses that overview the use of counseling services and to serve as a useful reference for counseling practitioners. It is designed to stress counseling services in different settings (social agencies, mental health centers, schools, business/industry, correctional institutions, and private practice). The 14 chapters in the book include: (1) "Origins and Growth of Counseling" (H. Borow, C. W. Humes); (2) "Factors of Social and Economic Change" (D. J. Blum); (3) "Counseling Theories & Techniques" (D. E. Hutchins, K. K. Meo); (4) "Appraisal Services" (L. H. Seligman); (5) "Consultation" (J. H. Miles); (6) "Career Information" (C. McDaniels); (7) "Career Development" (E. R. Kragie); (8) "Counseling Needs of Special enforcement, required states to use uniform guidelines for child support awards, and established the new Jobs Opportunity and Basic Skills (JOBS) program; (2) the implementation of the Act and how it could affect the population of unwed fathers; and (3) the experience of the Office of Employment Policy in Maryland in conducting a pilot absent parents employment program using state funds. A background briefing report is also included which contains facts about out-of-wedlock childbearing. Facts concerning adolescent out-of-wedlock childbearing and welfare dependency of unwed mothers are examined. A profile of young unwed fathers is provided which reviews paternity, age, marriage, employment and income, child support, and involvement and visitation. Policy developments are discussed in terms of goals and assumptions, unwed fathers' legal rights and obligations, paternity establishment, child support, and employment and training. The Family Support Act of 1988 is described, and major provisions are summarized. Questions for discussion are included. (27 references; 10 organizational citations) (LLL)

ED 344 167 CG 024 160

Ooms, Theodora; Herendeen, Lisa
Teenage Pregnancy Prevention Programs: What Have We Learned? Meeting Highlights and Background Briefing Report. Report of a Family Impact Seminar (Washington, D.C., May 26, 1989).
SPONS. AGENCY- Consortium of Family Organizations.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Early Parenthood; Family Planning; Federal Government; Government Role; *Pregnancy; *Prevention; Program Development; Program Effectiveness; *Program Evaluation; Secondary Education; Sex Education

This report contains highlights from a seminar on teenage pregnancy prevention programs. Comments by these panelists are summarized: Kristin Moore, senior research associate, Child Trends, Inc.; Dennis McBride, consultant for the Adolescent Family Life Office; Susan Newcomer, consultant for the National Institute of Child Health and Development; and Karen Pittman, director, Adolescent Pregnancy Prevention Policy Division, Children's Defense Fund. These topics, discussed at the seminar, are summarized: (1) trends in adolescent pregnancy and the lack of a clear idea of what works in pregnancy prevention; (2) problems in program evaluation and efforts to increase quality evaluation; (3) difficulties of teenage pregnancy programs in producing measurable results; and (4) life options programs which offer a comprehensive solution that combines traditional methods of prevention (sexuality education and contraception) with improvements in education, job-training, and community development. A background briefing report is also included which contains information about selected trends, determinants of teenage pregnancy, goals and types of pregnancy prevention programs, evaluation of teenage pregnancy programs, sex education programs, family planning programs, life options programs, family involvement as a pregnancy prevention strategy, and the federal role in prevention of teenage pregnancy. (41 references) (LLL)

ED 344 168 CG 024 161

made equivalent gains between kindergarten and first grade; (4) sources of literacy learning varied; (5) questions of morale and self-respect were central to learning; (6) teachers represented a continuum of beliefs and practices; (7) children were exposed to literature on a daily basis; and (8) all teachers changed their beliefs and practices to some extent. (Numerous unnumbered charts, graphs, and tables of data are included; a history of the project, further information about the instruments, and copies of texts used for the oral reading samples are attached.) (RS)

ED 344 186   CS 010 896

Mautte, Lois A.
The Effects of Adult-Interactive Behaviors within the Context of Repeated Storybook Readings upon the Language Development and Selected Prereading Skills of Prekindergarten At Risk Students.
PUB DATE- 90
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Adults; Beginning Reading; *High Risk Students; Inner City; Intervention; Language Acquisition; *Preschool Children; Preschool Education; *Reading Aloud to Others; Reading Research; *Story Reading
IDENTIFIERS- Repeated Readings

A study examined the effects of adult-interactive behaviors during repeated storybook readings upon the language development and selected prereading skills of prekindergarten at-risk students. A total of 53 inner city, low socioeconomic status subjects participated in the 20-week study. Subjects were dichotomized at the median on a measure of development level into average- and delayed-development level groups and were then randomly assigned from each of the two development strata to two experimental groups and to one control group. The subjects in experimental group 1 were exposed to adult-interactive behaviors during repeated readings of "big book" storybooks. Subjects in experimental group 2 were exposed to repeated "big book" storybook readings without adult interaction. Control group subjects participated in the regular prekindergarten activities. Results indicated that the subjects in both experimental groups scored significantly higher on the language development tests than the control group subjects, but there was no difference between the two experimental groups. Results further indicated that average-development level subjects also obtained significantly higher scores on both the language development and prereading skills instruments than delayed-development level subjects. (Seventeen references, the story reading model, and the protocols for the second and third storybook reading, and for the repeated storybook reading without adult interaction are attached.) (Author/RS)

ED 344 187   CS 010 897

Cairney, Trevor
Beyond the Question: An Evaluation of Alternative Strategies for the Assessment of Reading Comprehension.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English

computer and non-computer classes will be surveyed. Interim results indicated that: (1) there was no great change during the course of the semester in the writing process the students claimed to use in the non-computer classes; (2) most students had either negative or neutral feelings before writing and felt satisfied after writing both at the beginning and the end of the semester; (3) students in the experimental groups expressed positive attitudes towards writing papers on a computer; (4) most computer class students said drafting was easier on the computer; and (5) a majority of computer class students felt that their writing had been positively influenced by using computers. Findings suggest that these basic writers made a distinction between the process of writing and writing on computers: while they felt positive about writing on computers, their attitudes toward the writing process did not improve appreciably. (RS)

ED 344 207 CS 213 242

Federenko, Ed
Not Hearing Voices: Bakhtin and Development in the Composition Classroom.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; College Freshmen; Discourse Modes; *Freshman Composition; Higher Education; Student Needs; *Writing Skills
IDENTIFIERS- Academic Discourse; *Bakhtin (Mikhail); Bartholomae (David); *Writing Development

Students in college composition courses should experiment with a variety of discourse styles--referential, persuasive, literary, and expressionistic--as opposed to a more traditional focus on the mastery of academic discourse. David Bartholomae assigns freshmen writers the goal of becoming like academics by assuming a "language not their own." However, the attainment of such a goal may not be best served by privileging academic discourse alone, for three reasons: undergraduates do not have access to a single community of scholars; they do not usually communicate ideas requiring academic discourse; and students may have a fairly clear idea of what they need. Instead, teachers might superimpose the model of the assimilation of discourse as introduced in Mikhail Bakhtin's essay, "Discourse in the Novel," thereby downplaying the privileging of one style over another. For Bakhtin, assimilation is the process of turning authoritative discourse into internally persuasive discourse. Several points concerning Bakhtinian assimilation suggest a different climate for the composition classroom: (1) Bakhtin does not rank internally persuasive discourse over authoritative discourse; (2) Bakhtin does not privilege any particular style of discourse; and (3) assimilation is both subjective and selective. The goal of composition instructors should be to create an environment in which a number of languages can be tried on like hats, allowing the customers to choose whichever is most suitable. Thus, instead of enforcing a particular style, teachers should listen more closely to the voices presented by their students. (HB) what it means to appreciate literature; and classroom discussion must be relevant to students' needs and desires. Finally, teachers must utilize theoretically sound approaches to literature instruction. (Thirty-three footnotes are included.) (HB)

ED 344 227 CS 213 285

TAAS and the Writing Process: A Composition Handbook. Grades 1 through 3.
PUB DATE- 91
NOTE- 162p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Grade 3; Primary Education; State Standards; *Writing Evaluation; *Writing Instruction; Writing Processes; Writing Skills; *Writing Tests
IDENTIFIERS- Beginning Writing; *Process Approach (Writing); *Texas Assessment of Academic Skills

This handbook is one of a series developed by the Texas Education Agency in response to requests to provide schools with additional information concerning the written composition portion of the Texas Assessment of Academic Skills (TAAS). The handbook focuses on grades 1 through 3. Following an introduction, the handbook is in two parts. Part 1 contains general information on the writing process and how that process applies to the TAAS writing test. This section includes discussions of prewriting, elaboration, revision, and editing. Part 2 shows the scoring criteria and sample papers with detailed annotations for each type of writing eligible for testing at Grade 3: informative/descriptive, expressive/narrative, and informative/narrative ("how to"). Three appendixes present TAAS writing objectives and instructional targets for grade 3, an explanation of purpose/mode at grade 3, and eligible types of writing at grade 3. (SR)

ED 344 228 CS 213 286

TAAS and the Writing Process: A Composition Handbook. Exit Level Grades 9 through 12.
PUB DATE- 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High Schools; Persuasive Discourse; State Standards; *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Skills; *Writing Tests
IDENTIFIERS- *Process Approach (Writing); *Texas Assessment of Academic Skills

This handbook is one of a series developed by the Texas Education Agency in response to requests to provide schools with additional information concerning the written composition portion of the Texas Assessment of Academic Skills (TAAS). The handbook focuses on exit level grades 9 through 12. Following an introduction, the handbook is in two parts. Part 1 contains general information on the writing process and how that process applies to the TAAS exit level writing test. This section includes discussions of prewriting, elaboration, revision, and editing. Part 2 shows the scoring criteria and sample papers

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Children; Elementary Education; *Perceptual Development; *Theater Arts
IDENTIFIERS- Drama in Education; Theater Research

A study explored a developmental theory of perceptual skills in theater, assessing developmental perception, reflection, and evaluation of theatrical reality, conventions, and themes. Subjects, 33 second graders, 33 fourth graders, 23 sixth graders, and 23 adults, viewed a 48-minute, nonrepresentational, metatheatrical play entitled "This Is Not a Pipe Dream." Children were interviewed individually and adults completed a questionnaire. Results indicated that: (1) while focused primarily on production values, children increasingly judged a playwright's text for its social believability with greater use of their interpersonal intelligences; (2) second graders relied on explicit visual and verbal cues to perceive the actuality or authenticity of theatrical reality and to describe the overt dramatic actions in themes and conventions; (3) fourth graders began a developmental shift by inferring more character's thoughts, interpreting more artistic motives for conventions, and applying more outside knowledge to judge the possibility of thematic actions; (4) sixth graders considered the plausibility of the protagonist's superobjective and reported acting as a key theater convention as they also prescribed the play's theme to follow one's dreams to society like fourth graders; (5) pre-performance elementary art training may have motivated critical, integrative perceptual searches about physical and social reality; and (6) unlike children, adults suspended disbelief more willingly by judging the performance text contextually from expressionistic conventions and propositional language with more "surrealistic" concepts. By relying primarily on textual content and overt, visual and verbal production forms, this "novice" audience indicated their stereotypical perspectives about non-linear drama and non-realistic theater. (Forty-one tables of data are included. Sixty-five references and nine appendixes containing survey instruments and data are attached.) (Author/SR)

ED 344 247   CS 507 758

Schnell, Jim
Persuasion as a Developmental Sequence for the Beginning Competitor in Interscholastic Forensics.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Debate; Higher Education; *Models; *Persuasive Discourse; Speech Communication; *Speech Instruction
IDENTIFIERS- Debate Tournaments; Teeth

The Developmental Speech Sequence Model (DSSM) can be applied effectively with beginning forensics competitors. It provides a detailed 10 point model, outlined within the headings of introduction, body, and conclusion: (1) Opening; (2) Objective of Speech; (3) Overview of Main Ideas; (4) Statement of Problem; (5) Statement of Solution; (6) Statement of Rationale; (7) Statement of Implementation; (8) Review of Main Ideas; (9) Restatement of Objective; and (10) Closing. A persuasive presentation of the utility of teeth flossing highlights usage of the DSSM. Beginning forensics competitors benefit from DSSM through a concrete understanding of process. (SR)

NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Experiential Learning; *Extracurricular Activities; Faculty Development; Higher Education; School Community Relationship; *Speech Communication; Student Projects
IDENTIFIERS- California Polytechnic State University

Speech communication students and faculty at California Polytechnic State University, where the university motto is "Learn by Doing," take their skills and training beyond the classroom and reach out to diverse audiences by doing speaking. Members of the "student host" corps need to be quick, prepared and diplomatic as they greet visitors and conduct tours of the campus. Communication faculty offer workshops in communication skills for students from other majors and schools on campus. Faculty also serve as trainers and developers for faculty in other departments, especially to colleagues from business and agriculture. Students engage in a campus speech tournament. Every student at Cal Poly must complete a senior project--a culminating activity of some sort related to the major. Often conducted off campus, the senior project serves as a bridge from campus to community applications. One student is involved in the Academic Decathlon program, coaching students from a small local high school on interview and speaking skills. Other off campus projects include doing personnel audits for local businesses, developing high school speech communication activities workbooks, and presenting Lincoln-Douglas debates at local service and civic clubs. These "learn by doing" activities present an opportunity for students and faculty to reach out beyond the classroom and apply what they have learned in the classroom to the larger community. (RS)

ED 344 268   CS 507 795

Herbeck, Dale A.
Teaching the Tyrants: Perspectives on Freedom of Speech and Undergraduates.
PUB DATE- Oct 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Censorship; Civil Liberties; *Constitutional Law; *Court Litigation; *Freedom of Speech; Higher Education; Speech Communication; Speech Curriculum; Undergraduate Students
IDENTIFIERS- Bill of Rights; Educational Issues; *First Amendment; Jefferson (Thomas); Legal History; *United States Constitution

Teaching freedom of speech to undergraduates is a difficult task, in part as a result of the challenging history of free expression in the United States. The difficulty is compounded by the need to teach the topic, in contrast to indoctrinating the students in an ideology of free speech. The Bill of Rights, and specifically the First Amendment, appear simple and clear, but they are not as transparent as some have suggested. The First Amendment has been hard to interpret from its inception, and its meaning continues to evolve through numerous court concerned with the demand for education by households, and with the demand for educated labor by the productive sector of the economy. The second issue focuses on the public, or "collective," aspect of the returns to education and is more speculative. The first of two parts of this document summarizes the mechanics of "educational transition" as this transition could be derived from a competitive model integrating the labor market and educational system. This general framework provides a reference to evaluate the biases that result from adopting a static or stationary approach to the measurement of educational returns. Explained are how the shortcomings of this approach can be overcome by several research orientations. The remaining part of the paper addresses issues linked only to purely productive externalities, the fundamental issue being that of identifying them empirically. Several research directions are investigated, one of which relies on the well-known Solow-Denison macroeconomic framework. An attempt is made to show the important analytical potential that lies in the availability in many countries of repeated cross-sectional surveys on earnings, occupation, and schooling. (40 references) (RR)

ED 344 288 EA 023 799

Grisay, Aletta; Mahlck, Lars
The Quality of Education in Developing Countries: A Review of Some Research Studies and Policy Documents. Issues and Methodologies in Educational Development: An IIEP Series for Orientation and Training, 3.
PUB DATE- Apr 91
NOTE- 87p.; The workshop cited took place at the IIEP (Paris, France, November 13-17, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Developing Nations; *Educational Development; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Public Schools; *Research Methodology

This review was originally intended: (1) to constitute one of the background documents for the workshop on "Issues and Practices in Planning the Quality of Education"; and (2) to be used in a modified and more elaborate form as an orientation and training document for IIEP courses and seminars organized on the subject. The review consists of four different parts. Part I, entitled "Conceptual Distinctions in the Discourse on the Quality of Education," is devoted to definitions of the notion of quality of education and some related concepts; it also studies at some length three particularly important issues: (1) expansion and educational standards; (2) the relevance issue and the evolution of curricula; and (3) quality and equity. The second part, "Quality of Education in Some Development Plans," analyzes how the treatment of quality issues has evolved over the years in a few selected developing countries. The core of the document, contained in part III entitled "What Does Research Have To Say?" reviews research studies, undertaken in developing countries, that focus specifically on: (1) the methodology or approaches used; and (2) the findings reported. Finally, part IV examines the utility and practicability of various information tools for quality improvement and concludes with a discussion on decentralized mechanisms for monitoring the quality of education. (111 references) (Author)

ED 344 289 EA 023 801

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Cooperation; Educational Innovation; Elementary Secondary Education; Excellence in Education; *School Restructuring; Shared Resources and Services; *State Action
IDENTIFIERS- *Colorado

Strategic options for school restructuring are examined in this guidebook for Colorado educators and citizens networking in the Colorado Strategic Options Initiative. The authors are members of a group of state educators participating in the Strategic Options Network, a collaborative organization working to share research and results of their restructuring efforts. The preface, "Priorities for Success," was written by William T. Randall, State Commissioner of Education; the purpose and acknowledgements section was written by Jane Larsh; the foreword, "Assuring Equity in Education," was written by Jeanette Ray-Goins and Vicente Z. Serrano; and the introduction and background was written by James D. Hennes. Chapters include: "Change: The Need and the Strategic Options," by Ed Larsh; "Caring and Engagement," by Arnold Langberg; "Getting the Herd Headed West: Rationale and Process," by Ed Larsh; "Schooling Redesign: A Key to Educational Restructuring," by Jerry Villars; and "A Futures-Oriented Change Model," by Eugene R. Howard. Eight figures are included. Appendices contain probable restructuring directions, educational trends in the 21st century, the social context for restructuring, an integrated curriculum, and the assessment instrument for the Littleton Public Schools Classroom 2001 Project. (77 references) (LMI)

ED 344 309 EA 023 879

McCarty, Donald J.
Machiavelli's Political Realism: Its Implications for Today's Superintendent-School Board Interactions.
PUB DATE- Feb 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board Administrator Relationship; Boards of Education; Elementary Secondary Education; Leadership; *Leadership Qualities; Political Power; *Politics of Education; *School Administration; *Superintendents
IDENTIFIERS- *Machiavelli (Niccolo)

The relevance of Machiavellian theories of political leadership to school administration is examined in this paper, with a focus on the superintendent/school board relationship. As the first modern political theorist, Machiavelli used empirical observation and generalization to understand that perceptions are more real in their consequences than reality itself. Themes include security over virtue and the usefulness of being feared. He argued that politics is about the power and security of the state. From this viewpoint, the school superintendent is a political leader who addresses the political realities of the job. In a time of educational controversy, Machiavellian

Care"; "The Principal as Risk Manager"; and (21) "The Knowledgeable Principal--Related Issues." The appendix contains a glossary, a table of cases, and an index. (657 references) (LAP)

ED 344 329   EA 023 906

Conley, David T.
Five Key Issues in Restructuring. ERIC Digest, Number 69.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Role; Change Strategies; *Community Support; *Educational Objectives; Elementary Secondary Education; *High Risk Students; *Outcomes of Education; *Principals; *School Restructuring
IDENTIFIERS- ERIC Digests

Five key issues can serve to summarize the complexity of the restructuring process and some of the challenges being faced: (1) developing a vision that unites projects; (2) identifying outcomes that will be assessed; (3) obtaining the active support of the community; (4) redefining the role of principals from power-wielders to facilitators; and (5) changing basic organizational practices to better meet the needs of at-risk students. (10 references) (MLF)

ED 344 330   EA 023 907

Backaitis, Nida; Rosen, Harold H.
Managing for Organizational Quality--Theory and Implementation: An Annotated Bibliography.
PUB DATE- Jun 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Quality; *Organizational Development; *Organizational Effectiveness; *Organizational Theories

This bibliography is intended to provide recommended readings and videotapes on managing organizations for quality improvement. The target audience consists primarily of managers and leaders for quality in the Department of Navy activities. The aim of this volume is to bring together a collection of materials drawn from a wide variety of sources, some of which are not typically associated with quality improvement. This is because the Navy Personnel Research and Development Center has long recognized the need for an understanding and application of principles and concepts from such areas as organizational change, leadership team functioning, reward systems, statistical thinking, and accounting to effect a major transformation in organizations. The integration of theories and knowledge from these areas will serve as the basis for orienting an organization toward quality and for designing organizational systems for the future. The document is divided into 11 sections that include such titles as: (1) "The Competitive Position of U.S. Industry"; (2) "The Quality Philosophy and Management Principles for Improvement of Quality, Productivity, and Competitive Position"; (3) "The

Programs; Residential Schools; Secondary Education; Staff Development; *Staff Role; *Teamwork; *Therapy

This practicum report describes a project designed to increase the level of coordination of treatment planning between professional and paraprofessional staff at a residential treatment and educational facility for 40 adolescent males with learning disabilities or severe emotional disturbances. Three corollary aims were to increase the level of involvement by paraprofessional child care workers in the treatment planning process; to improve communication among the child care workers, professional clinicians, and teachers; and to improve the formal documentation of treatment decisions. Three interdisciplinary teams were formed, composed of staff from the facility's three departments (paraprofessional/milieu, clinical, and school). An interdisciplinary treatment plan was developed that included an assessment tool for identification of presenting problems and 30-day goal sheets for each department. Interviews with all staff members (N=47) were conducted to evaluate goal attainment. Additionally, 10 treatment plans were reviewed to evaluate the new recordkeeping format. Project evaluation indicated achievement of major goals. Only the goal of a reduced number of incident reports regarding client verbal abuse and disrespect of line staff was not achieved. Appendices include a treatment plan form and the questionnaires used to evaluate the project. Includes 37 references. (Author/DB)

ED 344 351 EC 301 077

Poillion, Mary Jo
Educational Alternatives for Children with Attention Deficit-Hyperactivity Disorder.
PUB DATE- 10 Nov 91
NOTE- 41p.; Paper presented at the Council for Exceptional Children Topical Conference on At-Risk Children & Youth (New Orleans, LA, November 10-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; Classroom Environment; *Classroom Techniques; Elementary Secondary Education; *Hyperactivity; Inservice Teacher Education; Instructional Effectiveness; Intervention; Program Implementation; Recordkeeping; Reliability; Research Reports; *Teaching Methods; Time Management; Validity

This literature review on educational alternatives for children with attention deficit hyperactivity disorder (ADHD) reports that only 17 citations were found that specifically addressed teacher training, program efficacy, or management of ADHD children. One was a teacher training program developed as a dissertation project, seven were research reports on the efficacy of specific educational treatment programs or instructional methods for students with ADHD, and the remaining nine books or articles were commercial publications of prescriptive classroom modifications and instructional techniques for this population. Each publication was evaluated in terms of teacher time requirements for inservice training, program/strategy implementation, and record keeping. Just one publication reviewed presented an approach judged to be appropriate with respect to time requirements (less than 15 hours inservice training, less than 60 minutes total implementation, and less than 60 minutes paperwork daily). The

NOTE- 314p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Conservation (Environment); Creativity; Critical Thinking; Elementary Education; *Enrichment Activities; *Gifted; Independent Study; Individual Differences; Interpersonal Competence; Junior High Schools; Leadership; *Learning Activities; Letters (Correspondence); Puppetry; *Talent; Waste Disposal

This document presents a selection of teacher designed activities to help meet the needs of gifted and talented students. The four teaching units focus on creativity, independent study, critical thinking, and communication skills. Introductory material explains how the teachers of Parkland County (Alberta) worked together in informal and structured sharing as well as formal projects to develop the materials. The first unit, "Primarily Puppets", is intended to develop creativity in grades 1 to 3 in the subject areas of language learning, drama, and art. The second unit is titled "Munch on Munsch". It focuses on the development of independent study through language learning, art, music and math in grades 1 to 3 and on the development of leadership and social skills in grades 4 to 6. Activities can be used by cross graded pairs of students or by groups in which upper elementary students help younger learners. "Clean Up Your Act" helps students in grades 4 to 6 apply critical thinking skills to the concepts of waste management. Finally, "Signed, Sealed and Delivered" uses letters from history and literature to encourage junior high students to read and write letters themselves. Each unit contains a large variety of activities and complete instructions. (DB)

ED 344 370 EC 301 096

Lougeay-Mottinger, Janice; And Others
The Effect of Context on Communicative Intent.
PUB DATE- Nov 91
NOTE- 6p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Atlanta, GA, November 22-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Context Effect; *Early Intervention; Interaction Process Analysis; Interpersonal Communication; Interpersonal Competence; *Language Acquisition; *Language Handicaps; *Play; Preschool Education
IDENTIFIERS- Developmental Delays

This study examined the effect of various intervention contexts on the ability of young children (ages 3 and 4 years) with language impairments to effectively direct communications to a partner and to vary communicative intentions. The six children in the study were either nonverbal or in the early stages of developing verbal communication and all exhibited developmental delays. The children's verbal and nonverbal communications were examined in five contexts: gross motor play, unstructured play, procedural/daily living, object manipulation, and symbolic play. Child productions were videotaped and classified. The study found that context affected frequency of communication, communicative intent, and percent of communications directed to a partner. Specifically, more communications were produced during gross motor play than in the other contexts. Most of rating the relative importance of skills are reviewed. The paper also discusses practical and logistical issues related to community-based instruction, as well as the need for effective team work among parents, teachers, and therapeutic personnel in establishing and conducting effective, individualized, community-based instruction. Guidelines for community-based research are also discussed. (85 references) (JDD)

ED 344 390 EC 301 119

Baine, David
Guide to the Development and Evaluation of Community-Based Instruction.
PUB DATE- 91
NOTE- 14p.; In: Baine, David, Ed. Instructional Environments for Learners Having Severe Handicaps; see EC 301 117.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Check Lists; *Community Programs; *Disabilities; Elementary Secondary Education; *Instructional Development; Normalization (Handicapped); *Program Development; Program Evaluation; *Rehabilitation; Teaching Methods
IDENTIFIERS- *Community Based Education

This book chapter provides a checklist of various considerations related to the development and evaluation of community-based instruction for children with disabilities. The checklist is designed to serve as an organizational framework for persons wishing to make systematic decisions regarding the establishment of a community-based instructional program or to guide the evaluation of such a program. The checklist is not designed to be used as a rating instrument, as there are no universally acceptable criteria for evaluating the items on the list. The checklist covers: (1) selection, preparation, and management of instructional environments; (2) environmental inventories; (3) administrative considerations such as legal, financial, policy, type and training of personnel, and personnel roles; (4) transportation; (5) program goals, objectives, and IEPs (individualized education plans); (6) social validation; (7) instructional factors such as delivery, grouping, and scheduling methods; and (8) reinforcement and correction. (11 references) (JDD)

ED 344 391 EC 301 120

Hill, Cathi
Integration Models for Students with Moderate to Severe Disabilities.
PUB DATE- 91
NOTE- 7p.; In: Baine, David, Ed. Instructional Environments for Learners Having Severe Handicaps; see EC 301 117.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; *Delivery Systems; *Disabilities; Educational Trends; Elementary Secondary Education; Foreign Countries; *Mainstreaming; Management Teams; *Models; *Severe Disabilities; Special Education
IDENTIFIERS- *Manitoba

This book chapter addresses the evolution of integrated partnerships. A multipronged advocacy base is proposed for the restructured school. (Two references)

ED 344 410 EC 301 139

Kleine, Patricia A.; Webb, James T.
Community Links as Resources.
PUB DATE- Mar 92
NOTE- 11p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Allied Health Occupations Education; Creativity; Due Process; Elementary Secondary Education; Emotional Development; *Gifted; *Humanistic Education; Legal Responsibility; Mentors; Parent Participation; Parent School Relationship; Program Development; School Business Relationship; *School Community Relationship; *Talent

This chapter examines issues in cultivating community resources in programs for gifted and talented children. First, ways to meet the affective needs of gifted children are considered and the importance of bridging the gap between home and school and resolving conflicts is stressed. Ten hindrances to the optimum development of children are identified as well as 10 positive affective strategies for parents (such as providing consistency in discipline and expectations). The second section looks at ways to promote community support for gifted children including marketing, getting others involved in mentorship programs, and forming school business partnerships. Finally, ways in which the legal system can be used to influence education are discussed. These include lobbying for legislation and use of court cases, due process, and mediation. Finally, a need is seen to influence the training of health professionals (physicians, psychologists, psychiatrists, social workers) so that these community professionals become more informed on behavioral or health correlates of high intelligence or creativity. (10 references) (DB)

ED 344 411 EC 301 140

Parke, Beverly N.
Collaboratively Planning and Delivering Services to Gifted and Talented Students.
PUB DATE- Mar 92
NOTE- 8p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Identification; *Cooperation; Cooperative Planning; Cooperative Programs; Curriculum Development; *Delivery Systems; Educational Cooperation; Educational Needs; Elementary Secondary Education; *Gifted; Interdisciplinary Approach; Models; Program Development; Program Evaluation; *Regular and Special Education Relationship; Student Development; Student Placement; *Talent; Talent Identification; Teamwork

This chapter examines the rationale for and means of achieving effective collaboration in planning and delivering services to

PUB DATE- 82
NOTE- 131p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Instructional Materials; Community Development; *Conservation (Environment); Earthquakes; *Ecology; Energy Conservation; *Environmental Education; Forestry; Learning Modules; Marine Biology; Natural Resources; Pesticides; Political Influences; Pollution; Secondary Education; Skill Development; Social Studies; Thinking Skills; Urban Areas
IDENTIFIERS- Deserts; Interest Groups

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and are designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. This booklet contains test items directly related and coded to the content of the second module, on ecology and the environment. Items reflect a wide range of skill objectives, including application, analysis, evaluation, and synthesis, and sub-objectives based on instructional content. Strategies for remediation are provided for each objective, and strategies for assembling tests are also included. The test items are presented in both Spanish and English. (MSE)

ED 344 430 FL 019 730

Roots. Culture and Social Organization Booklet 1. Teacher's Edition=Raices. Cultura y organizacion social libro 1. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 403p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; *Cultural Background; *Family Role; Learning Modules; *Mexican Americans; *Migrants; Secondary Education; Skill Development; Social Studies; *Sociocultural Patterns; Thinking Skills; United States History
IDENTIFIERS- *Depression (Economic 1929)

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and are designed to help students understand some major human problems and make sound, responsive decisions to improve their own and

Jaaskelainen, Riitta
Teaching How To Use Reference Material in Translator Training: Results of a Think-Aloud Protocol Study.
PUB DATE- 89
NOTE- 11p.; In: Special Languages and Second Languages: Methodology and Research. No. 47. AFinLA Yearbook 1989; see FL 020 091.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; Comparative Analysis; *Dictionaries; *Finnish; Foreign Countries; Higher Education; Language Research; *Protocol Analysis; *Second Language Learning; *Teaching Methods; Thinking Skills; *Translation; Uncommonly Taught Languages
IDENTIFIERS- Finland

In four experiments studying the think-aloud method, two first-year and two fifth-year students of translation were asked to produce a written translation from English into Finnish. This paper discusses the differences in how the two levels of students used various sorts of reference material. The fifth-year students proved to be very skillful and efficient dictionary users while the first-year students were clearly inexperienced. The results suggest that instruction in the use of reference material is sufficient in translator training. The results show that the main differences between the two groups studied were not in the quantity, but in the quality of dictionary use. Contains 13 references. (Author/LB)

ED 344 449 FL 020 093

Larsson, Arne
Aspects of Machine-Assisted Translation in Technical Sublanguage Communication.
PUB DATE- 89
NOTE- 15p.; In: Special Languages and Second Languages: Methodology and Research. No. 47. AFinLA Yearbook 1989; see FL 020 091.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; Finnish; Foreign Countries; Grammar; *Language Processing; *Languages for Special Purposes; *Machine Translation; *Second Language Learning; *Technical Writing; *Translation; Uncommonly Taught Languages

Technical sublanguages are discussed as a medium for communication between individuals, corporations, and non-commercial organizations. The technical translator's professional activities are regarded as a means for achieving specific goals in communication. Features of languages for specific purposes (LSP) and sublanguages are discussed briefly. Computer-assisted tools intended to ease the burden on technical translators are presented, and experiments at Nokia Telecommunications with a simple implementation of an elementary program for machine-assisted translation are described. In addition, knowledge-based methods for natural language processing are outlined and standards for the evaluation of professional performance in terms immediately related to the communication process are proposed. Contains 48 references. (Author/LB)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Cooperative Programs; Education Work Relationship; Employer Employee Relationship; Federal Programs; *Food Service; Hospitality Occupations; Job Training; *Literacy Education; Program Development; Program Effectiveness; *Program Implementation; Skill Development; *Unions
IDENTIFIERS- *Workplace Literacy

This report describes a joint labor-management workplace literacy program called SET (Skills Enhancement Training) that targeted the more than 2,000 unionized employees of food service contractors at U.S. government institutions in Washington, D.C. Nineteen classes were offered and a total of 191 people self-selected themselves into the program. Classes were scheduled to be held after work for 2 hours twice per week for 18 weeks. Locations includes work sites and the office of the Food and Beverage Workers Union, Local 32. Workplace literacy instruction included reading, mathematics, writing, and hospitality skills needed on the job. One hundred and four participants completed classes and received $200 training incentive bonuses from their employers. The program's 10 teachers were recruited from local adult education programs. The proposal listed 20 objectives falling into the general categories of curriculum development, assessment, recruitment and counseling services, teacher training, delivery of instruction, demonstration of partnership, and project dissemination. The program met its objectives in all these areas, and also developed onsite support from supervisors and union officials and made suggestions to companies for continuing the programs. Two recommendations were made: (1) to increase program length past 18 months; and (2) to change the rules of competition for renewal applications so that they would compete only against other projects applying for refunding and not against those applying for the first time. (Dissemination activities and program statistical information are appended.) (KC)

ED 343 999 CE 060 690

Ricketts, Samuel C.
Science IA (Agriscience). A Science Credit for Agriculture: Integrating Academic and Vocational Education.
PUB DATE- 7 Dec 91
NOTE- 10p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Academic Standards; *Agricultural Education; Course Content; Course Descriptions; Curriculum Development; High Schools; *Integrated Curriculum; Program Validation; *Science Education; *State Standards; Vocational Education
IDENTIFIERS- *Tennessee

Because college-bound students often had trouble fitting agricultural education courses into their schedules, and because science teachers rejected the idea of giving a science credit for 2 years of agricultural education, a new integrated course was created in Tennessee. It is now called Science IA (Agriscience). It is taught by a teacher with an endorsement in both agricultural education and science, receives the same funding formula as agricultural education and counts toward a

The Agriculture 2 2 Curriculum Development Project was an articulated training program linking the last 2 years of secondary and the first 2 years of postsecondary training designed to prepare students for employment in 3 or more agricultural technology occupations. The curriculum provided for the development of saleable skills after grade 12 and advanced employment in technical agriculture at the associate degree level. Administrators developed and implemented a competency-based program using input from secondary schools, postsecondary institutions, business, industry, the Texas Higher Education Coordinating Board, and the Texas Education Association. Three procedures were executed in the second project year: instructional materials were identified; a basic certificate program with course outlines was developed; and a "how-to" manual was developed. (The bulk of this document contains reference materials and information on basic certificate programs for four occupational areas: dairy products, garden center management, poultry products, and retail florist. Catalog numbers and titles of all reference materials are included. For each program listed, course objectives and course outlines are included.) (NLA)

ED 344 017 CE 060 743

Kooker, Steve; Brey, Ron
Development Report for the Telecommunications Technology 2 2 Program. Grant Year 2--1990/1991.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Competency Based Education; Computer Networks; *Curriculum Development; *Electronics; *Electronic Technicians; High Schools; Needs Assessment; School Business Relationship; Student Recruitment; *Telecommunications; Two Year Colleges; Vocational Followup
IDENTIFIERS- 2 Plus 2 Tech Prep Associate Degrees; Austin Community College TX

This report describes the second-year activities of Austin (Texas) Community College's development of a curriculum for a degree in Telecommunications Technology (Electronics) involving an articulation agreement with Leander Independent School District. Specifically, the report describes: the planning of five credit courses for telecommunications specializations and the approval process (detailed in meeting minutes); the project's ongoing contacts with industry; instructor preparation; collection of resources; student recruitment; liaison with Leander High School; development of a "how-to" manual for telecom 2 2 programs; activities of course graduates; and development of a graduation follow-up assessment process. Four appendices form half of the document; they contain: a listing of principal investigators; detailed outlines for the five courses--introduction to telecommunications, telecommunications technologies I, telecommunications networks, telecommunications technologies II, and telecommunications internship; support course evaluation report; and description of the course assessment process. (NLA)

ED 344 036 CE 060 794

Chandler, Pamela; Pennington, Vearl
Sexism.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
Office of Vocational Education.
PUB DATE- 86
NOTE- 171p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiovisual Aids; *Educational Discrimination; *Educational Resources; Elementary Secondary Education; Employed Women; Equal Education; Equal Opportunities (Jobs); Females; Instructional Materials; *Learning Activities; Males; *Sex Bias; Sex Discrimination; Sex Fairness; Sexism in Language; Sex Role; *Sex Stereotypes; Student Attitudes; Teacher Attitudes; *Teaching Methods

This handbook is intended to assist teachers in removing sex bias and sex-role stereotyping from the classroom. Following some introductory thoughts about sex bias and examples of sex bias and school-based sex-role stereotyping, the handbook briefly discusses Title IX of the Civil Rights Act. The rest of the handbook contains 35 classroom activities for increasing students' understanding of sexism and awareness of how it affects their self-concept and decisions as well as personal interactions. Some of the activities to expose sexism in the classroom are the following: understanding the concept of stereotyping; attitude surveys comparing male/female expectations; cultural exaggeration of sex differences; elimination of gender from occupational titles; elimination of sex bias/stereotyping in "at-home" jobs; examining the effects of sexism on salaries; students' perceptions of psychological gender differences; social stereotypes versus reality; analyzing texts for sexism; sexist language; sexism in advertising; sexist humor; and women in leadership. Each activity includes purpose, time, materials needed, and steps to conduct the activity. A bibliography lists 82 books, 25 journal articles and documents, 12 audiovisual aids, and 12 works cited in preparing the guide. An evaluation report on the use of the handbook is also included. It shows that the project was successful in training teachers to change their behavior and that the 352 students involved changed their self-evaluations on sex roles. (KC)

ED 344 037 CE 060 803

Three Strategies...One Future. A "Crosswalk" among Three Proposals Shaping America's Workforce Preparation Policy.
PUB DATE- Jan 92
NOTE- 23p.; For related documents, see ED 323 297, ED 332 054, and ED 332 380.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Economic Development; Economics; Educational Improvement; *Educational Needs; Educational Trends; Employer Employee Relationship; *Employment Patterns; Employment Projections; *Futures (of Society); *Job Skills; Job Training; *Labor Force Development; Postsecondary Education; Retraining; Secondary Education; Skill Development; Work

Technical Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 200p.; For related documents, see ED 338 605 and CE 060 832-833.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Basic Skills; *Course Content; Delivery Systems; Educational Research; *English (Second Language); *Inservice Teacher Education; Program Content; Program Design; Program Development; Second Language Learning; Staff Development; Volunteers; *Volunteer Training

A 30-month study was designed to provide a comprehensive examination of training for teachers and volunteer instructors in adult basic education (ABE) and English as a Second Language (ESL). Phase I provided a systematic examination of the delivery and content of training. Three primary research activities were collection of extant data on staff development activities and materials in each state, literature review, and site visits to nine staff development programs, during which interviews, observations, and focus groups were conducted. Findings indicated that Section 353 of the Adult Education Act was the primary source of support for staff development activities. Four main types of adult education training providers were: state-supported training centers and projects, four-year colleges and universities, local or regional agencies, and professional organizations. Many states and programs relied on multiple training formats, although single-session workshops or conferences were used most frequently. Three key practices of effective staff development were identified: developing ownership in training, designing instruction, and addressing concerns of teachers and volunteer instructors. The optimal content of training was determined to include both subject matter content and pedagogical/andragogical content. Training materials included teacher-generated, student-generated, and commercial materials. (Appendixes, amounting to approximately one-half of the report, include a 75-item reference list, a list of reports prepared during Phase I, the instruments used, and staff development site summaries.) (YLB)

ED 344 055 CE 060 832

Tibbetts, John; And Others
The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors. Study of ABE/ESL Instructor Training Approaches.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 85p.; For related documents, see ED 338 605 and CE 060 831-833.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Basic Skills; *Course Content; Delivery Systems; Educational Research; *English (Second Language); *Inservice Teacher Education; Program Content; Program Design; Program Development; Second Language Learning; Staff Development; Volunteers; *Volunteer Training

significance of the issue. A total of 114 persons--vocational educators, counselors, supervisors, and administrators--participated in the seminar and responded to the questionnaire. The first 6 hours of instruction addressed bias in adult communication and the curriculum. Information on bias in the classroom was presented through lecture, role playing, videotapes, and interaction. The second 4-hour block of instruction concerned sexual harassment. The multimedia presentation involved considerable audience interaction. A pretest consisted of 18 questions testing attitudes about sex bias and harassment on a Likert-type scale and 15 questions rating responses to situations with alternative solutions that participants labeled "discriminatory," "biased," "sex fair," or "sex affirmative." A posttest given at the conclusion of the seminar assessed learning. A 3-month follow-up posttest mailed to participants had a 79.82 percent return rate (n=91). Results showed that learning had occurred and continued to be reinforced after the seminar. (Appendixes include two data tables, a list of 15 references, and instruments.) (YLB)

ED 344 073 CE 060 892

Inventory and Assessment of Vocational Education for Inmates and Ex-Offenders. Final Report.
SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.
PUB DATE- 9 Aug 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Colleges; *Correctional Education; Directories; Educational Facilities; *Educational Quality; Followup Studies; Postsecondary Education; Prisoners; Program Evaluation; Reference Materials; State Surveys; Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Texas

A project developed an inventory of postsecondary vocational training programs for inmates and ex-offenders in Texas and conducted an assessment of the available programs. Constructing the inventory involved obtaining information on all educational offerings in correctional facilities from the Educational Program Clearinghouse's incarcerated database, correctional facilities themselves, Job Training Partnership Act administrative agencies, and others. The assessment of vocational programs used a multiple case study approach involving indepth site visits with two federal agencies, four Texas Department of Criminal Justice Institutional Divisions, one county agency, and three private contract institutions. Educational coordinators, programs instructors, and students were interviewed. Two-year colleges played an important role in providing most of the credit courses; at least one-third of the most frequently offered courses were closely related to the state's priority occupations. Most programs had open enrollment, and instructors covered the same material and curriculum as covered in equivalent institution-based courses. Faculty qualifications were comparable to instructors teaching on college campuses, and most facilities and equipment were adequate. (Appendixes include a 13-item bibliography, instruments, and inventories of postsecondary vocational training programs presented by type of program, institution name, and geographic location.) (YLB)

Skills; Marketing; *Merchandising; Postsecondary Education; Task Analysis
IDENTIFIERS- DACUM Process

Research was conducted to establish a validated list of competencies for use in curriculum development efforts for apparel and accessories marketing programs. DACUM (Developing a Curriculum) was the occupational analysis procedure used to identify the competencies, job tasks, level of difficulty, and levels of employment for apparel and accessories (fashion merchandising) marketing programs. During the 1991-92 school year, a five-step research process involved a literature review, analysis and synthesis, a validation panel, follow-up activities, and a compilation of DACUM results and final report submission. The following activities were carried out: (1) development of a validated list of competency statements for apparel and accessories marketing programs; (2) definition of major instructional areas by sequence and level of difficulty; (3) identification of a career hierarchy and cluster chart for apparel and accessories marketing; and (4) assignment of competencies to one of five pre-baccalaureate levels of employment (entry, career-sustaining, marketing specialist, marketing supervisor, and manager-entrepreneur) within fashion merchandising retailing. (The following products are attached to the nine-page narrative: fashion merchandising career chart and 30-page fashion merchandising retailing job task listing for each of the five levels. Appendixes have the following contents: a listing of DACUM panel members; correspondence; the validation panel agenda, handouts, and minutes; a time chart and activity summary; and a 17-item bibliography.) (YLB)

ED 344 093 CE 060 922

New Frontiers for Lifelong Learning. Redefining the Possible: Achieving the National Education Goals.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Articulation (Education); Competition; Economic Progress; Futures (of Society); Higher Education; Job Skills; Job Training; *Labor Force Development; *Lifelong Learning; Literacy; Productivity; Public Policy; Retraining; Secondary Education; State Programs; *Statewide Planning
IDENTIFIERS- Indiana; Iowa; Massachusetts; Missouri; National Education Goals 1990; New Jersey; New York; Oregon; Pennsylvania; South Carolina; Wisconsin

This booklet contains descriptions of the approach of each state member of the Action Team on Lifelong Learning in meeting the challenge to prepare and upgrade the skills of the work force. Each one-page discussion is followed by the name, address, and telephone number of a contact person in the state. The reported approaches of 10 states highlight: Indiana's consideration of work force development legislation to link schools, business, labor, and state government; Iowa's pursuit of policies to evaluate school performance based on results and linkage of federal, state, and local resources; Massachusetts' consolidation of educational services for economic recovery; Missouri's initiative to improve the quality of higher education programs by identifying specific missions, goals, and priorities for each institution; New Jersey's unified state to the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. Through this cooperative network, law enforcement agencies have direct online access to more than 20 million records organized in the following files: (1) Wanted Person; (2) Missing Person; (3) Unidentified Person; (4) Foreign Fugitive; (5) U.S. Secret Service Protective File; (6) Vehicle; (7) License Plate; (8) Securities; (9) Gun; (10) Boat; (11) Article; (12) Interstate Identification Index; and (13) Bureau of Alcohol, Tobacco, and Firearms (ATF) Violent Felon File. NCIC has produced a set of training videotapes, ranging from 5 to 16 minutes in length, to augment state and local programs to train personnel in NCIC security, procedures, data input, and online access. The training videos are available in the following eight groups: A18852 NCIC Overview for Law Enforcement Officials (LEOs); A18853 NCIC Vehicle File for LEOs, NCIC Vehicle File--The Winning Team, and NCIC Boat File; A18854 NCIC Hit Confirmation for the Patrol Officer, NCIC Validation Policy, and NCIC Responsibilities for the Agency Administrator; A18855 NCIC and Missing Children, NCIC Unidentified Person File, and NCIC Wanted Person File for LEOs; A18856 NCIC Packing the Record for LEOs and NCIC Investigative Off-Line Search; A18971 NCIC Interstate Identification Index (III) and NCIC System Security; A19068 NCIC/ATF Violent Felon File and NCIC Gun File; and A19110 NCIC Delayed Inquiry Program and NCIC Missing and Unidentified "Updating the Record." (WTB)

ED 344 110 CG 023 937

Stoltz-Loike, Marian
The Comprehensive Guidance and Counseling Program Validation Summary for City, County, Local, and Exempted School Districts.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Elementary Secondary Education; *School Counseling; *School Guidance; *State Standards
IDENTIFIERS- *Ohio

This document presents a Comprehensive Guidance and Counseling Program Validation Summary to be completed by the superintendent of each school district within a Vocational Education Planning District in Ohio. Respondents are requested to verify that the comprehensive guidance and counseling program within the school district meets the requirements of the Ohio Administrative Code. For each of 18 components, the superintendent is to record whether the component has been completed, is in progress, or has not been initiated, in which case a proposed implementation data is to be given. The document notes that the Ohio Administrative Code requires local boards of education to adopt a policy regarding school guidance services and that school guidance services be provided to students in kindergarten through grade 12 in accordance with a written plan adopted by the board of education. It is further noted that school guidance services shall include systematic aid to students regarding educational, career, civic, personal, and social concerns including the harmful effects of drugs, alcohol, and tobacco. Finally, it is noted that the counseling services shall be provided by a certified school counselor. The document concludes that, because of the differences among schools, the guidance program's development must be viewed as evolutionary with efforts directed toward continuous review and improvement. (NB) traditional family composition would be associated with lower levels of sexual activity and alcohol use across sex and race of subjects. Data were collected from 265 8th-grade students from a medium-sized southeastern town. Students' family types were identified by a self-administered checklist, and demographic data were obtained from school enrollment cards. Subjects' level of experience with alcohol and sexual intercourse was extracted from a self-reported list of 33 behaviors. The expectation that traditional families would be associated with lower levels of sexual intercourse was borne out in the data. White adolescents were more likely than blacks to use alcohol, across family type and sex of subject. The strongest relationship to emerge from these data was the link between sexual intercourse and alcohol use. This might be interpreted as showing that among young adolescents, especially whites, sexual activity and drinking are viewed as concurrent rites of passage. (LLL)

ED 344 130 CG 024 123

Ayersman, David J.
Effect of a Summer Enrichment Program for At-Risk Youths on Locus of Control and the Relation to Motivational Orientation.
PUB DATE- 92
NOTE- 92p.; M.A. Thesis, West Virginia University. Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 5-9, 1992), and also at the Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Indianapolis, IN, April 7-11, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Camping; *Children; Drug Abuse; *High Risk Students; *Locus of Control; *Motivation; Motivation Techniques; Prevention; *Program Effectiveness; *Summer Programs

Children presently in school face a multitude of problems new and unique to their age group. To combat these problems educators must find new solutions and search out ways of reaching young people before it is too late for them to respond. By examining locus of control, and showing an effective treatment program for transitioning from externality to internality, it may be possible to predict other behaviors and eliminate negative behaviors (drug use, low self-esteem, poor grades) associated with externality which will assist in keeping children in school. Showing a link between locus of control and motivation may help educators develop a better understanding of student behavioral variables. This study examined the relationship between locus of control and motivation. The effects of a multidimensional summer camp program on the locus of control of 41 children at risk for academic failure was also examined. The subjects were given a pre- and posttest at the beginning and end of the six-week summer camp. The effects of the program from pre- to posttest were not statistically significant; however, the pretest scores were significantly more external than previously established norms. Statistical significance was also found by age and gender with younger females being the most external and older males being the most internal. A moderate negative correlation was found linking one of the five motivation subscales (independent judgment) with locus of control. (LLL)

ED 344 131 CG 024 124

Populations" (C. W. Humes); (9) "Computer Applications in Counseling" (L. J. Richmond); (10) "Family Counseling" (H. G. Getz); (11) "Referral and Collaborative Working" (C. G. Cole); (12) "Community Resources" (K. S. Sewall); (13) "Credentialing" (T. P. Remley, Jr.); and (14) "Legal and Ethical Issues" (L. C. Talbutt). Each chapter contains its own reference list. Ethical standards are appended. (NB)

ED 344 149   CG 024 142

Roat, Lenora L.
A Review of the Effectiveness of Long-Term versus Short-Term Therapy in the Treatment of Depression.
PUB DATE- May 92
NOTE- 40p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; Counseling Effectiveness; *Counseling Techniques; *Depression (Psychology); *Long Term Care; Outcomes of Treatment; Psychotherapy; Research Methodology; Termination of Treatment; *Time

This document reviews outcome studies on the long- and short-term treatment of depression and critiques the methodologies used in these studies. Twenty-four studies comparing length of treatment and outcome of psychotherapy are included in the review. The majority of the studies reviewed involved individual adult outpatients as subjects. The terms "psychotherapy," "therapy," and "treatment" are used interchangeably; no distinction has been made between different types of long-term or short-term therapy. Because various researchers have defined short-term therapy as lasting anywhere from two sessions to less than 6 months and long-term therapy as anywhere from nine sessions to 24 months, there was considerable overlap of time where therapy could have been considered either long- or short-term depending on the particular researcher; consequently, the definitions of short- and long-term treatment used in this review correspond to what each individual investigator considered to be short- or long-term. The studies reviewed suggest that both long- and short-term therapies are effective in the treatment of depression and that there are many other factors which influence the outcome of psychotherapy. The review concludes that, since a history of depression, biological factors, the presence of few or many treatment issues, overall level of psychological health, and severity of the present symptom all contribute to the success of therapy, these factors need to be considered in referring patients for appropriate treatment. (NB)

ED 344 150   CG 024 143

Howard, David H.
Use of the Myers-Briggs Type Indicator (MBTI) with Physicians: A Review of the Literature.
PUB DATE- May 92
NOTE- 43p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Career Choice; *Career Guidance; Higher Education; Medical Education; *Medical Students; *Personality Measures; *Physicians; Satisfaction; Test Use; *Well Being

Ooms, Theodora; Herendeen, Lisa
Integrated Approaches to Youths' Health Problems: Federal, State and Community Roles. Meeting Highlights and Background Briefing Report. Report of a Family Impact Seminar (Washington, D.C., July 7, 1989).
SPONS. AGENCY- Consortium of Family Organizations.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Child Health; Community Role; Elementary Secondary Education; Federal Programs; Government Role; *Health Needs; Mental Health; Pregnancy; Prevention; State Government; *Substance Abuse

This report contains highlights from a seminar on integrated approaches to youths' health problems. Comments by these panelists are summarized: Renee Jenkins, Director of Adolescent Medicine, Howard University Hospital, and President of the Society for Adolescent Medicine; Vivian L. Smith, Deputy Director, Office for Substance Abuse Prevention (OSAP); Judith Katz-Leavy, Assistant Chief, Child and Family Support Branch of the National Institute of Mental Health; and Marilyn Lanphier, Director, Adolescent Section, of the Oklahoma State Maternal and Child Health (MCH) Service. These topics, discussed at the seminar, are summarized: (1) reasons why integrated approaches to adolescent health problems are gaining more support; (2) the assumptions that underlie OSAP's at-risk youth demonstration programs; (3) characteristics of a good comprehensive substance abuse intervention program; (4) reasons why the Child and Adolescent Service System Program, which focuses on helping states coordinate and strengthen services for severely emotionally disturbed adolescents, is needed; and (5) the integrated adolescent services provided by Oklahoma and Colorado. A background briefing report is also included which contains information about integration of services for youth, programs promoting integrated services for adolescents, state maternal and child health adolescent activities, and parents as resources. (28 references) (LLL)

ED 344 169 CG 024 162

Ooms, Theodora; Herendeen, Lisa
Adolescent Substance Abuse Treatment: Evolving Policy at Federal, State and City Levels. Meeting Highlights and Background Briefing Report. Report of a Family Impact Seminar (Washington, D.C., November 17, 1989).
SPONS. AGENCY- Consortium of Family Organizations.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Community Role; *Counseling; Counseling Services; Federal Government; Government Role; Prevention; Public Policy; State Government; *Substance Abuse

This report contains highlights from a meeting on adolescent substance abuse treatment. Comments by these panelists are

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Foreign Countries; Grade 5; Intermediate Grades; Reading Ability; *Reading Comprehension; Reading Research; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; Australia (New South Wales); Text Factors

This paper challenges the assumption that meaning is in some way magically encoded within texts and argues that questions, when they are used simply as tools to lead readers to a single meaning, are inadequate as a means of reading comprehension assessment. The paper then goes on to describe one of a series of micro case studies that explored alternative strategies for assessment and what happens when assessment is used as an integral part of teaching and learning. Students in two fifth-grade classes in the same school in Australia were introduced to a picture book. The first two pages were read out loud, and then students read silently the next six pages of the text with two interruptions at separate points in the story. In one class, students were given a set of written questions to complete at each interruption point. The other class was asked to complete a sketch of what they thought would happen next (the "Sketch to Stretch" strategy). Results indicated that: (1) use of Sketch to Stretch provided a different type of data on which to make predictions about student understanding of text; (2) alternative non-question techniques can simultaneously fulfill the dual tasks of assessment and teaching; (3) alternative strategies, like drawing, may have the potential to help readers construct qualitatively different mental texts; (4) experimental strategies like Sketch to Stretch provided greater scope for the sharing of responses between readers; and (5) students experienced greater involvement, interest, and concentration in the experimental lessons than in traditional lessons. Findings of this and the other micro case studies give legitimacy to a variety of "non-question" comprehension strategies as vehicles for assessment and learning. (Four tables of data and four figures of student sketches and of other alternative assessment strategies are included; 15 references are attached.) (RS)

ED 344 188 CS 010 898

Evans, Karen S.; Vavrus, Linda G.
The Role of Document Captions in Student Portfolios as a Link between Teacher and Student Assessment.
PUB DATE- Dec 90
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Elementary School Teachers; Intermediate Grades; *Portfolios (Background Materials); Primary Education; Prompting; *Student Evaluation; *Teacher Attitudes; *Teacher Behavior; *Teacher Evaluation
IDENTIFIERS- Stanford University CA

A follow-up study to Stanford University's Teacher Assessment Project (TAP) investigated captioning as a means of making sense of portfolios and explored how the captioning process might provide a way to use student portfolios to link student assessment and teacher assessment. Each of four teachers (three

ED 344 208 CS 213 249

Fulkerson, Richard
The English Doctorate as Teacher Training?
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Degree Requirements; *Doctoral Programs; *English Instruction; Higher Education; Instructional Innovation; *Teacher Education Programs
IDENTIFIERS- *East Texas State University

Working within constraints from the Texas Coordinating Board stipulating a solid doctoral program that would attract able students but at the same time would not look like a traditional Ph.D., the East Texas State University Department of Literature and Languages eventually came up with a doctorate that is unique in that it is overtly designed to prepare effective college teachers. The most important of its three overlapping sets of requirements is the Professional and Pedagogical Core of seven courses, basically required of all students. These courses include practical colloquiums in teaching various core curriculum English courses (such as Basic Writing, and Multi-Cultural Literature), seminars (Theory and Practice of Composition, Theory and Practice of Argumentative Writing), and a modern, updated bibliography course dealing with literary, rhetorical, and linguistic bibliography. The old requirement that every student have a major and two minors was reduced to a requirement that the student have a major in either Discourse Theory and Practice (including composition, rhetoric, stylistics, and linguistics) or in Critical Literacy (including literary history, major figures in literature, literary genres, and literary theory). The program has also moved from traditional, period-coverage courses to relatively wide-open seminars that can be repeated as the content shifts. By such creative re-structuring, course inventory was reduced from 47 courses to 40, while adding five new seminars. Work yet to be done includes revising the catalog, defining the nature of the dissertation, and a major revamping of the two-day doctoral written examination and subsequent oral examination. (SR)

ED 344 209 CS 213 253

Comprone, Joseph J.
Managing Freshman English: Are We Really on the Right Track?
PUB DATE- Mar 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Curriculum Development; *Discussion (Teaching Technique); Essays; *Experimental Teaching; *Freshman Composition; Higher Education; *Large Group Instruction; Lecture Method; *Teaching Assistants; Writing Assignments
IDENTIFIERS- Michigan Technological University

A series of administrative and pedagogical questions about class with detailed annotations for persuasive writing, which is the only type of writing eligible for testing at the exit level. Three appendixes present TAAS writing objectives and instructional targets at the exit level, describe the eligible type of writing at the exit level, and give an explanation of purpose/mode at the exit level. (SR)

ED 344 229   CS 213 287

Hillerich, Robert L.
Teaching Children To Write, K-8: A Complete Guide to Developing Writing Skills.
PUB DATE- 85
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; Editing; Elementary Education; Junior High Schools; Middle Schools; Vocabulary Development; Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- Writing Conferences; Writing Development

Intended for teachers of kindergarten through grade 8 who want to improve their students' writing skills, this book is based on existing research findings to serve as a practical guide to procedures, methods, and skills essential for the development of proficiency in written expression of all kinds. The book includes practical, research-based findings on all aspects of writing instruction along with specific techniques to help children succeed in writing. The book's cornerstone is the belief that one learns to write by writing, and that experience in writing must be enjoyable. The book's 13 chapters are as follows: (1) Overview; (2) Organizing the Classroom for Writing; (3) Beginnings in Prewriting and Oral Language; (4) Stimulating Writing; (5) Developing Vocabulary; (6) Writing in Content Areas; (7) Dealing with Grammar: Flexibility of Expression; (8) Conferencing during Writing; (9) Developing Skill in Spelling; (10) Developing Skill in Other Mechanics; (11) Editing: Revising and Proofreading; (12) Publishing; and (13) Evaluating. A postscript contains a guide to evaluating the writing process. An appendix of spelling lists and a glossary are attached. (SR)

ED 344 230   CS 213 289

Moran, Michael G.
Frank Aydelotte, Oxford University, and the Thought Movement in America.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Educational History; *English Curriculum; *Freshman Composition; Higher Education; Honors Curriculum; *Instructional Innovation; Methods Research; *Teaching Methods; Writing Skills
IDENTIFIERS- *Aydelotte (Frank); Harvard University MA; Indiana

ED 344 248 CS 507 763

Weitzel, Al R.
A Pedagogical Treatment of King's "I Have a Dream" Speech: Toward Incorporating Orality in Rhetorical Criticism.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Response; Discourse Analysis; Higher Education; Metaphors; *Persuasive Discourse; *Rhetorical Criticism; Rhetorical Theory; *Speech Communication
IDENTIFIERS- *King (Martin Luther Jr); *Orality; Rhetorical Strategies

This paper first discusses the ways in which Martin Luther King's "I Have a Dream" speech demonstrates some of the fundamental principles that should be used to teach rhetorical criticism, and then offers a microscopic, intrinsic criticism of the speech. The paper's four sections (1) review the nature of written speech texts; (2) discuss an alternative emphasis on orality in criticism and the limitations of such an alternative; (3) focus on the worthiness of discourse for study and review previous studies of the discourse; and (4) examine the speech's intrinsic organization and unifying elements such as metaphors, transitions, and the rhythm of King's delivery. Fourteen notes are included; 32 references are attached. (SR)

ED 344 249 CS 507 764

Engleberg, Isa N.
Beware the Mouse That Roars: Community Colleges in SCA.
PUB DATE- 2 Nov 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; Educational Trends; *Professional Associations; *Speech Communication; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Speech Communication Association

As the silent majority of higher education, community colleges are beginning to understand and use their political clout. These institutions comprise the fastest growing segment in higher education, now enrolling half of all freshmen and sophomores in the United States. Community colleges will continue to be the first choice of women, Blacks, people of Hispanic, Asian, and Native American origin, and immigrants. They attract excellent students who want small classes, dedicated teachers, instructional support services, and low tuition. Two-year college programs have not been served by or well represented in professional organizations, including those for speech communication. The fault lies in part with four-year colleges, which do not realize the significance of community colleges and their contributions to speech communication. Although it is inappropriate, community college faculty are judged against the "publish or perish" standard of universities. Community college members rarely are recognized for their contributions on Speech Communication Association cases. Despite claims to the contrary, American society has frequently failed to demonstrate a commitment to freedom of expression. Considering the sporadic and inconsistent history of free expression in America, teaching such a history is arduous. In light of this context, teachers of free expression must avoid the temptation to ground freedom of speech solely in historical claims. Laws such as the First Amendment can be reinterpreted by each succeeding generation, according to Thomas Jefferson. Accordingly, freedom of speech should be oriented more toward the future. Further, teachers should concentrate on the core principles justifying freedom of expression, while avoiding the various peripheral issues. Recently, for example, the legal code surrounding the First Amendment has expanded rapidly, rivaling that of the Internal Revenue Service. It is vital that teachers recognize the significance of First Amendment principles with the objective that students might be trained to avoid the intolerance that has often marked the American social scene. (Forty-eight footnotes are included.) (HB)

ED 344 269 CS 507 797

Kelly, Lynne; Keaten, James
Does the Penn State Reticence Program Work?: A Comparison of Special and Regular Options of a Basic Speech Communication Course.
PUB DATE- Nov 91
NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; Communication Research; Higher Education; *Instructional Effectiveness; Interpersonal Communication; *Program Effectiveness; *Shyness; *Speech Communication
IDENTIFIERS- Pennsylvania State University; *Reticence

A study assessed the effectiveness of the Pennsylvania State University (PSU) Reticence Program as a treatment for individuals with communication difficulties, such as communication apprehension, reticence, and shyness. Several standardized tests of social communication problems were used in a pretest-posttest design with a control group and two treatment groups: special sections and regular public speaking sections of the basic speech communication course at PSU. Results indicated that on the overall Social Reticence Scale (Jones and Russell) and one of its subscales (difficulty meeting people), participants in the reticence group (Option D) showed significant decreases in shyness relative to both the public speaking (Option A) and control groups. A similar pattern of effects was found for the Shy Scale (McCroskey et al.) and the public speaking and meeting subscales of the Personal Report of Communicaton Apprehension (PRCA). On the group subscale those in Option D and Option A showed significant improvement relative to the control group. Those in the reticence section showed the greatest reduction in fear of public speaking, although public speaking students reported significant improvement over the control group. More research is needed to shed light on the distinctions between shyness and reticence. (Five tables of data are included; 40 references are attached.) (Author/SR)

An Analysis of the Organizational Characteristics of the Minnesota Educational Effectiveness Program. The Minnesota Educational Effectiveness Program Research and Development Project.
PUB DATE- Dec 91
NOTE- 139p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Collected Works - General (020)
DESCRIPTORS- Business; Educational Environment; *Educational Improvement; Effective Schools Research; Elementary Secondary Education; *Health Services; *Institutional Characteristics; Literature Reviews; Nonprofit Organizations; *Organizational Change; *Organizational Effectiveness; Organizations (Groups); Public Schools; *School Effectiveness
IDENTIFIERS- *Minnesota Educational Effectiveness Program

The Minnesota Educational Effectiveness Program (MEEP) was authorized by legislative act in 1983 and has been operational since 1984. MEEP is a school-based education improvement process. As of January 1991, MEEP serves 593 schools, representing 244, or 54 percent, of the 430 school districts in Minnesota. The design of the MEEP process is based upon 15 research-referenced characteristics (6 instructional and 9 organizational) of effective schools. In January 1991, a project was undertaken to review and update the organizational characteristics and change sections of MEEP. The project design was to be research-referenced rather than research-based. The strategy was to search for "universal" characteristics of effectiveness that apply, regardless of type of organization. This report contains an overview, reviews of three types of organizations, and a summary chapter that includes conclusions and recommendations regarding the organizational characteristics of effective organizations. Following are the titles and authors of the papers that comprise the literature review chapters of the report: (1) "Organizational Characteristics of Effective Health Care Delivery Organizations" (Patricia J. Bodelson); (2) "Organizational Characteristics of Effective Schools" (Sue Pierson Ellingson); and (3) "Characteristics of Organizational Effectiveness of Business and Nonprofit Organizations" (Don VandeWalle). (MLF)

ED 344 290   EA 023 806

Qualitative Performance Indicators for School Effectiveness and School Improvement: The Scottish Experience.
PUB DATE- Jan 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Institutional Evaluation; Outcomes of Education; *Performance Factors; *School Effectiveness; *Self Evaluation (Groups)
IDENTIFIERS- *Scotland

Outcomes of a collaborative project among policymakers, researchers, and practitioners in Scotland to develop a framework of qualitative performance indicators for school self-evaluation and development planning are described in this paper. Following an introduction, the second section presents an overview of the Scottish public education governance thought may prove to be interesting reading material for school superinttendents. (LMI)

ED 344 310 EA 023 880

Fardig, Diane; And Others
Year-Round Education Program Evaluation. Report of Results. Revised.
PUB DATE- Aug 91
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Planning; Elementary Education; *Formative Evaluation; *Pilot Projects; *Program Evaluation; School Schedules; *Year Round Schools
IDENTIFIERS- *Orange County Public Schools FL; Strategic Planning

The purpose of the Year-Round Education (YRE) Evaluation Project is to provide formative evaluation information to Orange County (Florida) Public Schools decision-makers about the year-round education schedule piloted in three elementary schools. Employing YRE means reorganizing the traditional school calendar into shorter instructional sessions with intersessions and breaks distributed throughout the entire year. The district chose the 60/15 calendar, which divides the 180-day calendar into three [illegible]nday-Friday 12-week sessions separated by 3-week breaks. The district piloted a multitrack design at two schools and a single-track design at one school. The evaluation procedures included consultation with experts, parent and student surveys, teacher surveys and interviews, principal interviews, extensive literature reviews, achievement data collection, site visits and observations, and reviews of records. Results indicate that the transition to both multitrack and single-track YRE was successful. Normal school operations were observed in YRE schools, holidays and other events were celebrated, and student achievement was not negatively affected by the transition. Appendices contain the 1990-91 YRE calendar; strategic planning goals; structured interview questions; and survey forms for students, parents, and teachers. (MLH)

ED 344 311 EA 023 881

First, Joan; And Others
The Good Common School: Making the Vision Work for All Children. A Comprehensive Guide to Elementary School Restructuring.
PUB DATE- Oct 91
NOTE- 329p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission Criteria; *Change Strategies; Educational Environment; *Educational Improvement; Elementary Education; *Elementary Schools; Financial Support; Guidance Programs; Measures (Individuals); Multicultural Education; *Parent Participation; Public Schools; *School Restructuring; Teacher Influence; Teaching Styles; Theory Practice Relationship

In order for children to have access to quality educational experiences, all members of the school community must participate in school restructuring (parents, advocates, Management of Organizational Change and Transformation"; and (4) "The Roles of Management and Leadership in Improvement of Organizational Quality." (RR)

ED 344 331 EA 023 908

Worner, Wayne; Parks, David
Designing and Implementing a Collaborative Field-Based and Problem-Centered Doctoral Program: A Case Study.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Evaluation; *Cooperative Education; Doctoral Degrees; *Doctoral Programs; Educational Administration; Educational Change; Elementary Secondary Education; Field Experience Programs; Higher Education; *Professional Development; *Program Development
IDENTIFIERS- *Virginia Polytechnic Inst and State Univ

Issues in designing and implementing a collaborative field-based and problem-centered principal preparation doctoral program at Virginia Tech are discussed in this case study. Implemented in 1989 to replace the old certification-driven principal-preparation system, the program's key components include collaborative planning, program delivery, and evaluation; a modular, integrated curriculum grounded in theory, research, and practice; internships at two different school levels and one business or agency; and diverse instructional delivery systems. Following a description of the program, five explanations are offered for incorporating change. Nine program assumptions are outlined, some of which include a focus on practitioners, continued development, participative decision making, cooperative instruction, and faculty development. The planning process regarding program requirements, delivery, and evaluation is described next. A conclusion is that although questions remain, the program is becoming more responsive to faculty, participants, and school system needs. (LMI)

ED 344 332 EA 023 909

George, Patricia, Ed.; Potter, Eugenia Cooper, Ed.
School-Based Management: Theory and Practice.
PUB DATE- 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Leadership; *School Based Management; *School District Autonomy; *School Organization; *School Restructuring; *Theory Practice Relationship

School-based management (SBM), sometimes called site-based management, is fast becoming the hottest restructuring item in the arsenal of reformers, teachers' unions, governors, and legislators who want to change the traditional ways in which schools and school districts do business. This document comprises three main sections with contributions from 12 authors. The first section is entitled "Theory of School-Based Management" and covers what the research says, practical strategies for school administrators, the power of school-based research reports did not report replication data and the publications presenting prescriptive techniques did not include validity and reliability support for the efficacy of the interventions. (60 references) (DB)

ED 344 352 EC 301 078

Mathes, Patricia G.; Fuchs, Lynn S.
The Efficacy of Peer Tutoring in Reading for Students with Disabilities: A Best-Evidence Synthesis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 97p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Instructional Effectiveness; Meta Analysis; *Peer Teaching; Program Effectiveness; *Reading Instruction; Remedial Reading; *Research Methodology; *Tutoring

This review examined the literature on peer tutoring in reading with students with disabilities, using the methodology of best evidence synthesis. This approach combines positive aspects of meta analysis with traditional integrative review procedures. It requires all studies reviewed to meet stringent a priori standards. Analysis of the 11 studies in this review indicates that peer tutoring in reading with students with disabilities can be effective. Peer tutoring was found to have an overall effect size of instruction students with disabilities typically receive. However, it was not found to be more effective than teacher-led instruction when the teacher implemented another research intervention. Average effect sizes across dimensions were consistent; however, individual treatments evidenced variable effect sizes. Treatments in which students with disabilities were paired with normally achieving peers and allowed to serve in the role of tutor some of the time consistently produced strong effect sizes and significant findings. An appendix lists the methodological reasons that 19 additional studies were excluded from analysis. Another appendix details the coding process and compares the 11 selected studies in detail. (94 references) (DB)

ED 344 353 EC 301 079

Younger, Vivian; Sardegna, Jill
One Way or Another: A Guide to Independence for the Visually Impaired and Their Families.
PUB DATE- 91
NOTE- 193p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adjustment (to Environment); Adults; *Adventitious Impairments; Assistive Devices (for Disabled); Blindness; *Daily Living Skills; *Emotional Adjustment; Family Involvement; *Independent Living; Interpersonal Relationship; Low Vision Aids; Partial Vision; Rehabilitation; Resources; *Visual Impairments; Visually Handicapped Mobility; Vocational Rehabilitation

these communications were of the behavior regulating type. Unstructured play and object manipulation contexts yielded few directed communications. The procedural context produced the lowest percent of communications. Unstructured play, symbolic play, and object manipulation produced a wider variety of communicative intentions than other contexts. Students were more willing to accept clinical attempts to expand play during the unstructured play context. (DB)

ED 344 371 EC 301 097

McLaughlin, Margaret J., Ed.; And Others
Transitions to Employment: Proceedings of the 1990 International Symposium on the Employment of Persons with Disabilities (Washington, D.C., June 3-5, 1990).
PUB DATE- Jan 92
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Civil Rights; Community Services; *Disabilities; Economics; *Education Work Relationship; Employment Potential; Financial Support; Foreign Countries; International Cooperation; Labor Market; Personal Autonomy; Secondary Education; Social Integration; Transitional Programs; Trend Analysis
IDENTIFIERS- Australia; Europe

This document presents the proceedings of a symposium which discussed critical issues in employment of persons with disabilities in Europe, Australia, and North America. After introductions, the major presentations included the following: "Labor Market Forces" (Roderick A. DeArment, U.S. Department of Labor); "Civil Rights in the United States" (Steny Hoyer, U.S. House of Representatives); "Economic Consequences" (Martin Gerry, U.S. Department of Health and Human Services); and "Towards an Adult Working Life" (John Fish, Consultant to the Organisation for Economic Cooperation and Development). Small group discussions are summarized. These focused on personal choice, effective integration, and organizing and financing community services, respectively. The conference resulted in seven recommendations and conclusions including: (1) because of the lack of accurate information, audits are needed to establish databases on resources devoted to disability; (2) a balance between government and private sector funding of programs for persons with disabilities is needed; (3) because employment offers regular social interaction in an integrated setting, it is particularly important for young people with disabilities; and (4) a benefit system should be established which encourages and supports individuals as they move in and out of the workforce. Appendices include a fact sheet on the Americans with Disabilities Act, a list of OECD publications, and a list of participants. (DB)

ED 344 372 EC 301 098

Sargent, Laurence R.
Social Skills for School and Community: Systematic Instruction for Children and Youth with Cognitive Delays.
PUB DATE- 91
NOTE- 299p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

classrooms in Manitoba (Canada), with particular attention to two models, the cluster model and the neighborhood school integration model. The cluster model integrates a large number of children with disabilities within a large accessible school. The neighborhood school integration model is described as a technique that integrates special needs students with their chronological-age peers in regular education classrooms in their local community schools on a ratio proportionate to that expected in the general population. The nature, advantages, and disadvantages of each model are described. The paper also describes the establishment of Special Education Management Teams and their decision-making responsibilities. (JDD)

ED 344 392 EC 301 121

McDonald, Linda; McDonald, Stewart
Behavior Management of Individuals with Severely Challenging Behavior in Rural Community Settings.
PUB DATE- 91
NOTE- 19p.; In: Baine, David, Ed. Instructional Environments for Learners Having Severe Handicaps; see EC 301 117.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; Delivery Systems; Foreign Countries; *Intervention; Outcomes of Treatment; Program Administration; Program Development; *Program Implementation; *Rehabilitation; *Rural Areas; Vocational Rehabilitation
IDENTIFIERS- Alberta (North); *Behavior Management

This book chapter describes a program of the Two Hills Regional Resource Centre (THRRC), which provides support services to 39 towns in northeastern Alberta. The program supports individuals with severely challenging behaviors (such as self-abuse, aggression, destructiveness, and noncompliance) so that they will be able to live and work in their small, rural home communities. The chapter describes THRRC's processes and outcomes in five areas: methods of recruiting, training, and maintaining qualified staff; methods for establishing relationships with the community and educating the community; developing nonaversive strategies to assist individuals with severely challenging behaviors; assisting service providers in rural communities to develop skills to prevent challenging behavior and cope with it, in their own communities, when it does occur; and using proactive methods of behavior management. (Approximately 25 references) (JDD)

ED 344 393 EC 301 122

MacDonald, Larry; Brazier, Barry
Behavioral Support: A Transition from Residential to Outreach Services.
PUB DATE- 91
NOTE- 14p.; In: Baine, David, Ed. Instructional Environments for Learners Having Severe Handicaps; see EC 301 117.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Group Homes; Intervention; *Mental Retardation; *Organizational Change; *Outreach Programs; Rehabilitation Centers; *Residential Institutions; Social Change; State Programs; *Transitional Programs; Trend

gifted and talented students. First, the historical and philosophical background of current emphases on increased collaboration are reviewed. The necessity of collaboration with general education professionals is stressed and a full service model emphasizing such collaboration is offered. Guidelines are then proposed for collaboration in the following areas: the student selection process (especially in the early planning stages); program design (development of program options); program placement (successful placement is more likely when all points of view are considered); curriculum development (both in planning and direct delivery of instruction); and program evaluation. Improved collaboration which focuses on individual student well being is seen to have far reaching implications for a more vital, energetic system of instruction. (15 references) (DB)

ED 344 412 EC 301 141

Sebring, Douglas; Tussey, Dan
Local Administration of Programs for the Gifted and Talented.
PUB DATE- Mar 92
NOTE- 9p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling; Creative Thinking; *Curriculum Development; Definitions; Elementary Secondary Education; *Gifted; Grouping (Instructional Purposes); Mainstreaming; Program Evaluation; Staff Development; State Standards; *Talent
IDENTIFIERS- *Ohio

This paper examines issues concerned with the administration of programs for gifted and talented students, especially those in Ohio. The problem of defining giftedness is considered noting expansion of the Ohio definition to include 12 percent of the student population of which only 48 percent are currently being served by any special program. Economic and political concerns about the role education for the gifted should play are discussed and criticisms of gifted programs (e.g., curriculum is often disjointed and fragmented) identified. Alternative approaches to serving the gifted are briefly compared including pull out grouping practices, serving gifted students in the regular classroom, teaching creative thinking, and compacting the regular curriculum. Other specific administrative concerns are addressed including staff development, program image, evaluation of programs for the gifted, and counseling for gifted students. Programs for the gifted are seen to positively impact regular education. Administrators of programs for the gifted are encouraged to collaborate with other educators to gain their support. (DB)

ED 344 413 EC 301 142

Delisle, Deborah S.; Delisle, James R.
Classroom Strategies for Meeting Multiple Needs: A Five-Step Model.
PUB DATE- Mar 92
NOTE- 8p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical, except for occasional marginal notes in the latter. This booklet focuses on the traditional roles and customs of social institutions. Case studies address: roles and traditions in a Mexican-American family; roles and customs of a poor family faced with the adversity of migrating to California during the Depression; and the situation of a man stranded on a tropical Pacific Island confronted with a strongly family-oriented society. A glossary and a resource list are included. (MSE)

ED 344 431 FL 019 731

You and Beyond. Culture and Social Organization Booklet 2. Teacher's Edition=Tu y mas alla. Cultura y organizacion social libro 2. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 268p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; Bureaucracy; Decision Making; Democracy; *Economics; *Education; *Government Role; Learning Modules; Parochial Schools; Public Schools; Puerto Ricans; Secondary Education; Skill Development; Small Businesses; Social Studies; *Sociocultural Patterns; Thinking Skills

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical, except for occasional marginal notes in the latter. This booklet focuses on social institutions in education, government, and the economy. Case study topics include: the mental and emotional stresses of a Puerto Rican girl transferring from parochial to public school; the perspectives of four types of government decision-making (elite, bureaucratic, coalitional, and participant); and the economics of starting a business, including production, distribution, and consumption and the need for formal organization for efficiency. A glossary and a

ED 344 450 FL 020 094

Marsh, David
Cross-Cultural Conversational Styles and LSP in Finnish Universities.
PUB DATE- 89
NOTE- 16p.; In: Special Languages and Second Languages: Methodology and Research. No. 47. AFinLA Yearbook 1989; see FL 020 091.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; Communicative Competence (Languages); Cultural Awareness; *Cultural Differences; *English (Second Language); Foreign Countries; Higher Education; *Intercultural Communication; *Interpersonal Competence; *Languages for Special Purposes; *Language Styles; Language Teachers; Second Language Learning
IDENTIFIERS- *Finland

Throughout Finland the different centers for Language for Specific Purposes (LSP), along with diverse interests of LSP instructors, account for a wide range of LSP curricula in Finland. This paper examines the situation in two centers and argues that any LSP program for postsecondary students who are likely to have professional contact with non-Finnish speakers should include a component on cross-cultural conversational styles. It assumes that a communicative approach to LSP teaching is inadequate unless the function of language in interpersonal communication is included as an integral part of the curriculum. Components that should be included in the curriculum are outlined, such as the concepts of social distance and power. The approach entails giving students resources with which to review analytically and therefore gain insight into features of human interaction that are relevant to the role that cultural background plays in social and professional interactions between people from different cultures. Contains 34 references. (Author/LB)

ED 344 451 FL 020 095

Mauranen, Anna
New Directions in LSP Testing at Finnish Universities.
PUB DATE- 89
NOTE- 11p.; In: Special Languages and Second Languages: Methodology and Research. No. 47. AFinLA Yearbook 1989; see FL 020 091.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; *College Second Language Programs; English (Second Language); *English for Special Purposes; Foreign Countries; Higher Education; *Language Proficiency; *Language Tests; *Second Language Learning; *Testing Programs; Theory Practice Relationship

Finnish university language centers are responsible for testing the foreign language proficiency of nearly all university students. It is important that students are assigned equitably to courses, including Language for Specific Purposes (LSP) courses. It is also important in LSP teaching for students' needs and opinions to be taken into account, and for testing to be a positive element that provides useful feedback to both students and teachers, as well as practical and realistic major in agricultural education. The course still includes Future Farmers of America (FFA) units in communication skills and application of knowledge. A long list of steps was needed to get the course accepted as a science credit for college entrance in Tennessee; an outline of these steps is provided. The pilot test of the program was a great success the first year, and student test scores were higher than before implementation of the course. Recommendations were made to strengthen the program as a result of the pilot program. Enrollment figures for the 1991-92 school year indicate a continuing interest in the class. The course has become a model for integrating vocational and academic education. (A list of the units of the course is appended to the report.) (KC)

ED 344 000 CE 060 701

State of Wisconsin Commercial Drivers License Instructor's Manual.
SPONS. AGENCY- Wisconsin Motor Carriers Association, Madison.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Transportation, Madison.
PUB DATE- 91
NOTE- 629p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Driver Education; Hazardous Materials; Postsecondary Education; *State Legislation; State Standards; *Teaching Methods; Test Items; *Traffic Safety; Transparencies; *Transportation; Units of Study
IDENTIFIERS- Bus Drivers; Truck Drivers; *Wisconsin

This instructor's manual contains seven units for a course to prepare students to pass the Wisconsin Commercial Driver's License test. The units cover the following: (1) introduction (rules and laws); (2) vehicle inspection; (3) transporting cargo safely; (4) transporting passengers; (5) air brakes; (6) combination vehicles; and (7) introduction to hazardous materials. Units include information sheets, teaching tips, sample tests, and transparencies with suggested dialog. Answer keys are provided. (KC)

ED 344 001 CE 060 703

Workers and Workplaces: Diversity, Challenge, Excellence! The Annual National State Occupational Information Coordinating Committee (SOICC) Conference (14th, Albany, New York, July 22-24, 1991). Highlights.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Jul 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accessibility (for Disabled); Action Research; Adolescents; Career Development; Career Education; *Career Information Systems; Competency Based Education; Computer Assisted Instruction; Computer Networks; Correctional Institutions; Curriculum Development; Disabilities; Distance Education; Economic Factors; Educational Planning; Evaluation Methods; Followup Studies; Guidance; International Educational Exchange; Job Skills; Labor Force; Labor Market; Labor Supply; Legislation; Literacy; Microcomputers; *Occupational

ED 344 018 CE 060 753

Helgemo, Robert R.
Designing the Horizons of Your Small Business.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Oct 91
NOTE- 225p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Business Administration Education; Business Skills; Counseling Services; *Entrepreneurship; Expenditures; Feasibility Studies; Income; *Instructional Materials; *Money Management; *Planning; Postsecondary Education; Seminars; *Small Businesses
IDENTIFIERS- Business Finance; Cash Flow

This manual outlines the planning process for developing a feasibility study for a small business. The material is composed of three parts: the planning documents filled out for an imaginary campground; a business plan summarized from the planning documents; and blank planning documents with introductions and instructions. The documents can be used in four basic learning configurations: (1) short class (36 hours); (2) extended class (120 hours); (3) seminar presentations (3-6 hours); and (4) counseling sessions. After an introductory message to instructors, some teaching tips, an explanation of planning document use configurations, and a brief introduction, teaching materials are organized into five sections: (1) business plan for Crystal Deer Campground--Werizt, Wisconsin; (2) Proforma Revenue, Expense, and Cash Flow; (3) completed planning documents for a business plan; (4) Proforma Plan for Revenue, Expense, and Cash Flow; and (5) blank planning documents for a business. (NLA)

ED 344 019 CE 060 754

The Systematic Assessment of Leavers. Phase II. Final Report, 91-1045.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jun 91
NOTE- 227p.; For phase I, see ED 317 260.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *College Students; Dropout Prevention; Dropout Rate; Dropout Research; *Dropouts; School Holding Power; *Student Attitudes; *Student Attrition; Student Motivation; *Student Personnel Services; Technical Institutes; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Milwaukee Area Technical College WI

As the second phase of a three-phase study of why students leave Milwaukee Area Technical College (MATC) and why others remain, this research focuses on three questions: (1) what were the reasons for discontinuing studies at MATC? (2) what were the overall perceptions of the 269 leavers in 1989 regarding institutional and student services? and (3) were there any patterns of differences or similarities among responses of leaver groups regarding education plans, work patterns, and usage of institutional services? The study found that in 1989, child care, financial problems, and personal or family illness were the most important reasons for leaving. (In 1990, the

Attitudes
IDENTIFIERS- *America 2000; Americas Choice High Skills or Low Wages; *What Work Requires of Schools

This paper briefly examines three publications that lay out strategies for U.S. economic competitiveness in the future: the U.S. Department of Education's report "America 2000: An Education Strategy," in response to the President's message of April 1991; the report of the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS), "What Work Requires of Schools," June 1991; and the report of the Commission on the Skills of the American Workforce, "America's Choice: High Skills or Low Wages!" June 1990. The paper aims to: (1) present the fundamental ideas among these three cornerstone work force preparation strategies; (2) identify their common ground as well as the areas where they build upon one another or part company; and (3) set up a crosswalk as a way of looking at work force preparation strategies so that other papers and proposals can be added for comparison and contrast. After a brief introduction, the paper focuses upon the following employment and training issues: Who authorized the three strategies? and How does each of the strategies view its mandates, basic recommendations, standards or competencies, relationship to the Job Training Partnership Act and the Employment Service, financing, and the role of business? The paper then presents, in sequence, summaries of each paper's basic position on the issues. Some editorial comment about relationships is included. Sources for further information on the three strategy papers are listed. (KC)

ED 344 038 CE 060 806

Resourceful Aging: Today and Tomorrow. Conference Proceedings (Arlington, Virginia, October 9-10, 1990). Volume II. Volunteerism.
PUB DATE- Oct 90
NOTE- 109p.; For related volumes, see CE 060 807-809. Volume I, Executive Summary, duplicates material in the other volumes and is not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Business Administration; *Community Services; *Demography; Intergenerational Programs; *Needs; *Older Adults; Professional Services; *Resources; *Volunteers; Volunteer Training

This document contains 19 papers on volunteerism presented at a conference on aging. The papers, grouped into themes of trends and implications, resourceful roles, resources, and an agenda for the future, include the following: "Demographic Potential and the Quiet Revolution" (Opening Remarks by Robert A. Harootyan); "Volunteers in the 1990s" (Keynote Address by George Romney); "Resourceful Aging: Mobilizing Older Citizens for Volunteer Service" (Executive Summary and Commentary by Cynthia B. Costello); "Volunteerism by Elders: Demographic and Policy Trends, Past and Future" (Susan M. Chambre); "Volunteerism: Resourceful Opportunities" (Judith V. Helein); "Overview: Trends and Implications" (James Sugarman); "Resourceful SecuriTeam Volunteers" (Jose Castro); "Intergenerational Programs: A Manual for Success" (Ramona Frischman); "Volunteering Business Expertise" (David C. Buffam, Sr.); "Volunteers for a Healthy Lifestyle" (Fran Freedman); "Older Adults: Volunteer Resources" (Maria P. Smith); "Retirees; Community Service Resources" (Donna Anderson);

The delivery and content of training for teachers and volunteer instructors in adult basic education (ABE) and English as a Second Language (ESL) were documented in a study. Two sources of information were the research literature and extant data from states on training activities. Findings indicated that training for adult education teachers and volunteer instructors was influenced by factors related to ABE and ESL instruction. Section 353 of the Adult Education Act was the primary source of funding for training. Training services were provided by state, regional, and local agencies, which offered varied training activities. Many states relied on multiple training formats. Single workshops and single conferences were the primary method for training, even though "one-shot" staff development experiences were not as effective as longer-term multiple-session approaches. Highlighted features of effective training programs showed that they: are based on systematically identified needs, involve teacher participants in planning and decision making, maintain a positive climate, show evidence of systematic decision making, reflect up-to-date knowledge, and reflect continuity. Two categories of content for training were identified. Subject matter content should include basic skills, higher order skills, and second language acquisition. Pedagogical content as it related specifically to teaching ABE and ESL participants was necessary. (151 references) (YLB)

ED 344 056 CE 060 833

Sherman, Renee Z.; And Others
Key Elements of Adult Education Teacher and Volunteer Training Programs. Study of ABE/ESL Instructor Training Approaches.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 102p.; For related documents, see ED 338 605 and CE 060 831-832.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Course Content; Delivery Systems; Educational Research; *English (Second Language); *Inservice Teacher Education; Program Content; Program Descriptions; *Program Design; Program Development; Program Effectiveness; Program Guides; Program Implementation; Second Language Learning; Staff Development; Volunteers; *Volunteer Training

This report is designed as a guide for policymakers and practitioners interested in designing more effective staff development practices. It provides information about elements of effective staff development practices identified through a review of research and site visits to nine staff development programs identified as providing effective training for adult education teachers and volunteer instructors. Chapter I is an introduction. Chapter II presents two dimensions of effective staff development practices. Four elements associated with delivery of training services are discussed: experienced and dedicated training administrators and staff, decentralized training services, systematic follow-up of training, and evaluation procedures. Five elements associated with content of effective training services are addressed: providing training services responsive to needs of teachers and volunteer instructors, involving participants in the learning process,

ED 344 074 CE 060 895

Moore, Richard W.
Heroes or Villains? A Comparison of Proprietary School and Public Sector Outcomes.
PUB DATE- 23 Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; Educational Attainment; High Schools; Income; Individual Development; Job Placement; *Outcomes of Education; Postsecondary Education; *Proprietary Schools; *Public Schools; Two Year Colleges; Unemployment; Vocational Followup; *Vocational Schools
IDENTIFIERS- *Minnesota

How can policy makers and the public judge whether proprietary schools are heroes or villains? A review of six studies on proprietaries and two studies conducted in Minnesota attempted to answer the question. Five of the six studies examined reported that proprietary schools students are more likely to complete a program than public school students. However, proprietary graduates appeared slightly more likely to experience unemployment than public vocational graduates. Mixed research findings seem to indicate that proprietary graduates may earn higher initial wages, but these differences disappear; in some cases, they may end up earning less than community college or vocational school graduates. The Minnesota studies showed that proprietary graduates felt much stronger in cognitive development and leadership ability after their coursework, compared to a cohort of public two-year college students. These results show that proprietary schools cannot be regarded as either heroes or villains. As the number of schools change with shifting demographics and changes in regulatory policy, overall performance will vary. The analysis leads to five conclusions: (1) proprietaries are performing about the same as public institutions; (2) policy makers should fund the creation of more national data sets measuring comprehensive samples; (3) schools should be held accountable for outcome measures; (4) the impact of proprietaries on students' personal development should receive research attention; and (5) research should examine proprietaries in depth. (Two tables provide the following information for the six studies: population, comparison groups, limits, completion, placement and employment, and earnings. A 14-item reference list is included.) (NLA)

ED 344 075 CE 060 897

Workforce & Workplace Literacy. Selected References.
PUB DATE- 10 Jan 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Educational Policy; Job Skills; *Labor Force; Measures (Individuals); Occupational Surveys; Research Reports

plan for work force readiness, which relies on development of close linkages between school systems and the labor market; New York's enactment of legislation to establish Skills Opportunity Centers for young people; Oregon's establishment of the Oregon Workforce Quality Council; Pennsylvania's efforts to enhance the literacy of welfare recipients; South Carolina's partnership for work force literacy; and Wisconsin's Executive Cabinet for a Quality Workforce, which will develop a strategy to maintain a competitive posture in the global marketplace. (YLB)

ED 344 094 CE 060 929

Miller, Michael T.; Edmunds, Niel
Defining the Continuing Education Budget: Profiles in Budget Analysis.
PUB DATE- Jan 92
NOTE- 16p.; Paper presented at the Omicron Tau Theta Winter Research Forum on Vocational, Adult, and Continuing Education (Lincoln, NE, January 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; Budgets; *Continuing Education; *Cost Effectiveness; Economic Research; Educational Assessment; Educational Finance; Educational Quality; Evaluation Methods; Input Output Analysis; Money Management; Organizational Development; Program Administration; *Program Costs; Program Effectiveness; Program Evaluation

Data for an examination of budget analysis in continuing education were collected using personal interviews with the continuing program directors at four institutions. The institutions represented public and private, degree and nondegree continuing education programs. Despite practitioner-oriented data to draw upon, a literature review identified three primary budgeting practices common in education (line-item budgeting, program planning budgeting, and performance based budgeting). Within the framework of budget formats, planners consistently relied upon rationalist and incrementalist approaches to budgeting and used budget evaluation strategies (benefit-cost analysis and cost-effectiveness analysis). For this study, the constant comparison technique of data analysis was used. Each interview transcript was studied to identify key words and phrases, which were combined into specific categories. Following a cross-comparison of interview transcripts, larger clusters were developed to incorporate techniques of similar thought or theory. Findings indicated that all programs dealt with budgetary matters in the same fashion: line-item or adjusted line-item budgets. No attempt was made to incorporate ideas of effectiveness or quality into the organizational budget. Three program directors agreed that market response and money generated through enrollment were predictors of quality. Learner reactions to courses through course and instructor evaluations rarely found their way to budget development situations. Little attention was given to the concept of integrating outcomes with expenditures. Outcries for better accountability will continue to be heard until all educational programming bodies take responsibility for public finances. (YLB)

ED 344 095 CE 060 930

ED 344 111 CG 024 103

Wearne, David
Something Old, Something New: The Nature of Guidance in the Nineties.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Counselor Role; Developmental Programs; Elementary Secondary Education; Foreign Countries; Models; *School Counseling; *School Counselors; School Guidance
IDENTIFIERS- Canada

If guidance is to have meaning and direction there must be some underlying set of principles to help counselors decide how they should function and how they can be effective as professional helpers. Because human development is continuous and each person must master a series of societal demands in order to achieve optimum development, guidance might best be viewed as developmental. Truly effective counselors have a series of personal goals for their clientele and there appear to be several levels of aims or objectives. It is crucial that counselors facilitate the operationalization of the guidance point of view by intervening in the lives of the people they serve at appropriate times with a planned, sequential, continuous program of activities. A conceptualization of a complete, organized developmental guidance program includes four specific purposes for intervention: involvement, prevention, development, and adjustment; and three methods of intervention: direct service, indirect service, and use of the media. This model emphasizes human development and provides for the categorization and definition of a broad range of possible interventions. Guidance services include counseling, mediation, consultation, collaboration, coordination, developmental academic advisement, needs assessment, orientation, appraisal, information, placement and referral, skills training, followup, and evaluation. Counselors alone have the professional preparation to choose the appropriate methods once the goals and parameters of helping have been determined by the school and community. (LLL)

ED 344 112 CG 024 104

Bayen, Ute J.; And Others
Parent-Child and Sibling Relationships in Later Adulthood: Predictors of Contact Frequency and Perceived Closeness.
PUB DATE- 23 Nov 91
NOTE- 12p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (44th, San Francisco, CA, November 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Children; *Family Relationship; Intimacy; *Older Adults; *Parent Child Relationship; Predictor Variables; Sex Differences; *Sibling Relationship

Many studies of family relationships in later adulthood fail to take into account earlier experiences. This study investigated predictors of family contact and closeness. Data were provided by 500 adult children (aged 22 to 72) and 190 adult siblings (aged 45 to 96) of elderly participants in the Seattle

Subkoviak, Michael J.; And Others
Measuring Interpersonal Forgiveness.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Correlation; Depression (Psychology); Higher Education; Parents; Personality Traits
IDENTIFIERS- *Forgiveness

The field of moral development has broadened recently from its traditional Kohlbergian emphasis on justice to include other constructs such as caring and forgiveness. The utility of forgiveness has been recognized recently by physicians working with cancer patients, and by therapists interested in anger reduction in clients. This study attempted to construct a measure of psychological forgiveness. Initial reliability and validity estimates are described for one of six cross-cultural samples. A total of 394 subjects provided data for the analysis. Half of the subjects were college students, and the other half were their same-gender parents. The following questionnaires were given to each subject: the Enright Forgiveness Inventory (EFI); a background information scale; Speilberger State-Trait Anxiety Scale; Beck Depression Inventory (BDI); and a one-item forgiveness question. The internal consistency reliability for the 60-item scale was exceptionally high. There appears to be no general relationship between the EFI and psychological depression. However, there is a moderate relation when focus is on the middle-aged and their severe problems, specifically with family members. This strongly suggests that models of forgiveness must be developed that take into account not only degree of forgiveness given to an offender, but also a person's age, who hurt him or her, and the severity of hurt experienced. The clinical consequences are different depending on these variables. (LLL)

ED 344 132 CG 024 125

Beck, Aaron T.
Personality Disorders (and Their Relation to Syndromal Disorders).
PUB DATE- 22 Nov 91
NOTE- 37p.; Paper presented at the Annual Conference of the American Association for the Advancement of Behavior Therapy (25th, New York, NY, November 21-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Anxiety; *Behavior Disorders; *Coping; Depression (Psychology); Etiology; *Personality Problems; *Personality Theories; Personality Traits; *Self Concept

Personality disorders and their syndromal disorders may be considered in terms of their distal, phylogenetic origins, and their structures and functions. From an evolutionary standpoint, the syndromal disorders such as anxiety and depression may be viewed as preprogrammed reactions to a perceived threat or a perceived depletion of the individual's resources. In contrast, the perception of a substantial depletion of resources by loss of status and power leads to a

IDENTIFIERS- *Myers Briggs Type Indicator

This document reviews the research on the use of the Myers-Briggs Type Indicator (MBTI), with medical students and physicians. The MBTI is a paper-and-pencil instrument based on C. G. Jung's theory of personality typology. The introductory section of the review describes the MBTI and explains its dimensions (extroverted versus introverted, sensing versus intuition, thinking versus feeling, and judging versus perceiving). The reliability and validity of the MBTI are discussed, and the extent of use of the MBTI is considered. Misunderstandings about the MBTI are explained and clarified. The main body of the review looks at applications of the MBTI in medicine. Studies reviewed are categorized according to the theme of statistically significant (p .05) findings. Themes addressed in the review underscore the relationship of the MBTI to: (1) medicine as a career and specialty; (2) educational and career guidance; (3) physician well-being and satisfaction; and (4) physician ordering of laboratory tests. Significant findings are critiqued in relation to the researchers' methodological approaches, and the review suggests that the methodology of many investigations could have been strengthened. One criticism made in the review is that many researchers have approached the MBTI dimensionally, rather than through analyses of the MBTI types. Directions for further research are suggested. (Author/NB)

ED 344 151　　　CG 024 144

Automotive Safety: Are We Doing Enough To Protect America's Families? Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, First Session (December 4, 1991).

PUB DATE- 92
NOTE- 267p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Family Problems; Hearings; *Motor Vehicles; *Restraints (Vehicle Safety); *Safety; *Traffic Accidents; *Traffic Safety
IDENTIFIERS- *Congress 102nd

This document presents witness' testimonies and supplemental materials from the congressional hearing called to examine the issue of automotive safety. In her opening statement, Chairwoman Patricia Schroeder briefly reviews statistics on traffic accidents and identifies the two major issues to be addressed in the hearing: failure to act by the National Highway Traffic Safety Administration (NHTSA) and the use of safety belts. It is emphasized throughout the hearing that representatives from NHTSA refused to appear at the hearing; the absence of representatives from the trucking and automobile industries is also noted. Witnesses providing testimonies include: (1) Byron Bloch, a consultant on auto safety design, who briefly reviews the history of NHTSA and demonstrates the danger of "windowshade" seat belts (seat belts with too much slack in the shoulder belts), automatic shoulder belts, and truck underride; (2) Joan Claybrook, the president of Public Citizen; who describes safety systems which she feels should be standard equipment in all vehicles; (3) Benjamin Kelley, the president of the Institute for Injury Reduction; who addresses the issue of "windowshade" seat belts; and (4) Brian O'Neill, the president of the Insurance Institute for Highway Safety, who reviews the history of manual and nonmanual automatic restraints and the safeguards in place to prevent truck summarized: Elizabeth Rahdert, of the Division of Clinical Research, at the National Institute on Drug Abuse; Thomas Kirk, acting clinical director, Alcohol and Drug Abuse Services Administration, District of Columbia, Commission on Public Health; Diane Canova, public policy director for the National Association of State Alcohol and Drug Abuse Directors (NASADAD); and Glenn Kamber, deputy associate administrator for the Office for Treatment Improvement (OTI) at the Alcohol, Drug Abuse, and Mental Health Administration. These topics are discussed: (1) the problem of adolescent substance abuse and the key components of an effective system of treatment; (2) trends in teenage substance abuse most relevant to the treatment issue; (3) identification of teenagers whose substance use has become abuse; (4) models of treatment programs; (5) the demand for substance abuse treatment; (6) the need to expand access to substance abuse treatment services for adolescents; and (7) OTI activities to improve drug treatment around the country. A legislative update is provided. A background briefing report is also included which contains information such as substance abuse definitions and trends, factors and stages in the development of adolescent substance abuse, policy and program goals, treatment, and government policy issues. (29 references) (LLL)

ED 344 170 CG 024 163

Ooms, Theodora; Herendeen, Lisa
Drugs, Mothers, Kids and Ways To Cope. Meeting Highlights and Background Briefing Report. Report of a Family Impact Seminar (Washington, D.C., April 20, 1990).
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.; Consortium of Family Organizations.
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Child Welfare; *Cocaine; Coping; Counseling; *Crack; Drug Use; Family Counseling; Federal Government; Government Role; Legal Problems; Mothers; Neonates; Pediatrics; *Pregnancy; Prevention; Public Policy; State Government; *Substance Abuse

This report contains highlights from a seminar on crack-using pregnant mothers and their babies. Comments by these panelists are summarized: Sonia Imaizumi, a pediatrician/neonatologist who has worked with inner city women who abuse drugs; Mary Jiordano, a social worker and family therapist, and director of Families First, a family preservation program in Detroit, Michigan; Linda Lewis, assistant deputy director for treatment and rehabilitation, Office of National Drug Control Policy, Executive Office of the President; and Doug Besharov, resident scholar at the American Enterprise Institute. These topics, discussed at the seminar, are summarized: (1) characteristics of women who abuse alcohol; (2) effects of cocaine use on the mother; (3) the continuum of crack use; (4) Florida's response to crack using mothers; (5) components of a comprehensive treatment program; (6) the emphasis on prevention; (7) child welfare; and (8) legislative proposals. A background briefing report is also included, which contains information about the scope of the problem, an overview of federal responses, new models of comprehensive prenatal and postpartum treatment programs, examples of four model demonstration programs, legal issues, state policy responses, and organizational resources.

third grade and one fourth grade) from the TAP's literacy component sample, whose portfolios and assessment center performances were rated as impressive, submitted five student portfolios and were interviewed. Each portfolio included a teacher-written caption consisting of five elements: identification of the document; description of the instructional context; explanation of purpose; interpretation of student performance; and application of assessment information to instruction. Results indicated that: (1) all teachers appeared to rely on particular kinds of work samples to assess student progress in both reading and writing; (2) the majority of captions contained descriptive elements but omitted one or more interpretative elements; (3) all teachers felt the task of captioning portfolio documents was novel and time-consuming; and (4) the reflective interpretation that was lacking in two teachers' captions became evident during the interviews. Findings suggest that captions were essential to understand how work samples purporting to show student learning reflected the teacher's instructional intentions. (A thoroughly captioned portfolio document is included.) (RS)

ED 344 189 CS 010 900

Review of Data Concerning the Reading Recovery, Turning Point, and Hispanic Reading Programs.
PUB DATE- 22 Apr 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Education; Hispanic Americans; *Inservice Teacher Education; Instructional Effectiveness; *Instructional Innovation; Language Arts; Program Evaluation; *Reading Instruction; *Reading Programs; Teacher Expectations of Students
IDENTIFIERS- *Reading Recovery Projects; *San Diego Unified School District CA

A study reviewed the data on three innovative San Diego, California Unified School District programs: the Reading Recovery program, Turning Point project, and the Hispanic Reading project. The Reading Recovery Program is an intensive, individualized program focused on improving first-grade student reading skills, serving approximately 80 students at 4 schools. The Turning Point program is a teacher training program focused on teacher expectations and learning styles for approximately 133 teachers, grades K-6, in 27 schools. The Hispanic Reading program, also primarily a teacher-training program, focuses on improving language arts programs consistent with California's "Language Arts Framework" for students in grades two through six. It employs innovative approaches, such as student writing portfolios and Socratic seminars, and serves approximately 63 teachers in 11 schools. Results indicated that: (1) Reading Recovery was the most expensive program, while Hispanic Reading and Turning Point were about equal in cost per pupil; and (2) program benefits were more difficult to quantify, but teachers in all three programs were enthusiastic and reported positive effects for their students. The analysis did not produce a ranking of the programs or a comparative cost/benefit analysis. Findings suggest that these programs are innovative efforts in the areas of direct support services, improved teaching practice that emphasizes increased expectations and concern for student welfare, and curriculum reform. (Four tables of data are included.) (RS) size and the training of graduate teaching assistants caused the director of the freshman English program and the head of the Humanities department at Michigan Technological University to assemble an experimental class in freshman English. The course consisted of 113 students and 9 graduate teachers. Undergraduates read from a collection of essays; each student was expected to write two short, critical essays, complete a library project and a research essay, and keep a journal. The course incorporated small group work, in-class free-writing, question and answer sessions, and video programs. Lectures focused on writing assignments, provided in-class analysis of the writing context, included overhead projector demonstrations, and explored the use of sources. Interaction was encouraged by including graduate student teachers in lecture sessions and in small group discussions. Undergraduates reacted positively to the thematic content, presentational format, and lecturing style, but suggested improvements in transitions from lectures to discussions. Graduate assistants recommended that they be given more time to interact with students in discussion groups and to participate in lectures. All assistants reacted positively to the increased interaction with undergraduates, shared course responsibility, and senior faculty support. The experiment shows that a combined large group/small discussion group format can place graduate students and faculty into a more supportive environment that will more effectively educate freshman English students. (SG)

ED 344 210 CS 213 254

Brody, Ed, Ed.; And Others
Spinning Tales, Weaving Hope: Stories of Peace, Justice & the Environment.
PUB DATE- 92
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Childrens Literature; Cooperation; Elementary Education; Interpersonal Relationship; Justice; Literature Appreciation; Peace; Reading Aloud to Others; *Story Telling
IDENTIFIERS- Environmental Issues

Created for teachers, parents, storytellers, and anyone who works or plays with young people, this collection of 29 stories for children (and adult children) grew from the belief that the chance for survival of humanity in these difficult times may be improved by having stories grow in the hearts of the world's children. The stories in the collection, which come from around the world and throughout time, focus on themes of peace, justice, and the environment, and are grouped into four main sections: (1) Living with Ourselves; (2) Living with Each Other: Working Together to Solve Problems; (3) Living with Each Other: The Problems of Working Together; and (4) Living with the Earth. Each story in the collection is introduced and told by a storyteller who loves the story and has told it to many different groups. Each story is also enriched by the storyteller's tips for the telling and suggested activities or exercises, for various age groups, designed to deepen and extend the stories' impact. The stories are preceded by brief articles dealing with the power of stories, how to tell stories, and using and creating follow-up activities. A bibliography of tellable stories, an age suitability index, and a thematic index are attached. (RS)

ED 344 211 CS 213 255

University; University of Oxford (England)

Frank Aydelotte is best remembered for developing in the 1930s and 1940s the nation's most innovative and influential honors program, based on the education he received as a Rhodes Scholar at Oxford. As coordinator of freshman English at Indiana University, Aydelotte attacked the dominant Harvard model of instruction while promoting a method emphasizing the importance of teaching students to think critically about issues, thereby becoming a chief spokesperson for the thought movement in America. Aydelotte, at Oxford beginning in 1903, experienced a method of study very different from what he had known at Harvard. At Oxford, a strong grounding in the important thought of western culture strengthened students' minds and because they wrote regularly about what they read, it also helped them to become strong writers. Aydelotte argued that writing cannot be taught alone, but only in conjunction with reading and thinking. Upon returning to Indiana University, Aydelotte developed an approach to writing instruction that emphasized wide reading, deep thought, and hard work. This new approach had considerable influence among educators. Aydelotte's revolution proved, however, to be short-lived. In addition to the problems identified by his contemporaries, the thought course rejected almost all explicit instruction in rhetoric by privileging content over form, and thus did not provide the tools for teaching average students to write. (Eighteen references are appended.) (HB)

ED 344 231   CS 213 294

Hurlbert, C. Mark
We Get Mail: Documenting the Rhetoric of Our Academic Institutions.
PUB DATE- 21 Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Discourse Modes; Faculty Workload; Higher Education; Information Networks; *Organizational Communication; School Administration; *Teacher Responsibility
IDENTIFIERS- *Academic Discourse; Organizational Culture; *Paperwork

Much of what characterizes, critiques, defines and describes an educator's profession and practice occurs in the form of documents which get delivered every day to the faculty mailroom. These documents are connected to cultural processes which establish hierarchies of power, exclude individuals from decision making, and foster an illusion of the free flow of apparently vital information necessary for full participation in the community. To investigate its rhetorical ramifications, all of the mail received by two professors of English over a 2-year period was studied (normally, much of it is ignored). Generally, institutional mail fosters an institutional "docility," a term, like document, which is rooted in the verb "to teach." The sheer amount of mail obscures, perhaps deliberately, any solicited invitation to participate in decision making, thus fostering a fictive perception of an elaborate and efficient communications network. Institutional power structures are emphasized by the numerous "literacy demands" which call for certain responses. Two examples are the

(SCA) committees. The SCA's community college section should: (1) educate SCA about the significance of community colleges; (2) lobby for community college representation on all SCA committees and task forces; (3) seek to increase community college membership in SCA; and (4) develop policy positions on major SCA issues. Community colleges can bring together the teaching and scholarship that have grown apart at the universities. (SG)

ED 344 250 CS 507 765

Mandeville, Mary Y.
Speech Anxiety: The Importance of Identification in the Basic Speech Course.
PUB DATE- Oct 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Problems; Communication Research; Higher Education; Introductory Courses; *Speech Communication; *Speech Instruction; *Student Attitudes; Undergraduate Students
IDENTIFIERS- Speech Communication Education

A study investigated speech anxiety in the basic speech course by means of pre and post essays. Subjects, 73 students in 3 classes in the basic speech course at a southwestern multiuniversity, wrote a two-page essay on their perceptions of their speech anxiety before the first speaking project. Students discussed speech anxiety in class and were given instruction in breathing and relaxation exercises. Before each speaking assignment, references were made to this discussion and to the breathing and relaxation exercises. At the end of the semester, subjects completed a questionnaire designed on the basis of the information in the pre-essay. A final essay assignment was given, to be completed outside of class. Results indicated that: (1) students felt there should be a unit on stage fright; (2) students felt that any discussion about stage fright was helpful; (3) the level of student speech anxiety was higher at the beginning of the semester than at the end; (4) physical and psychological symptoms of student speech anxiety changed from the beginning to the end of the semester; (5) a positive correlation existed between individual student self-reported levels of speech anxiety and peer-reported levels of individual student speech anxiety; and (6) student-reported levels of speech anxiety was correlated with their delivery grades. (Numerous excerpts from student essays, data from the questionnaire, and 11 specific recommendations for controlling speech anxiety are included; 25 references are attached.) (RS)

ED 344 251 CS 507 768

Flores, Norma Landa
Using La Familia Communication Competency Skills To Empower Hispanic At-Risk Students.
PUB DATE- 1 Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991). Best available copy.
LANGUAGE- English

ED 344 270 CS 507 798

Shields, Steven Owen
On-the-Air in the Nineties: The Role of Creativity in the Development of Student Radio Announcers.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Convention of the National Broadcasting Society (50th, Washington, DC, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creativity; Higher Education; Production Techniques; *Radio; Student Needs
IDENTIFIERS- *Broadcast Announcers; *Radio Chatter

How can broadcast educators teach student practitioners of the 1990s and beyond to attain a fresh viewpoint, especially during on-air announcing performance, the traditional entry point for most careers? Speech performed by music radio announcers under "ad-lib" on-air conditions creates a "theater of the mind" visualization within the listener based on a shared frame of reference. Examples demonstrate creative and uncreative announcing styles. Educators can use six strategies to help students unlock the doorways of their personal creativity: (1) get students to tell stories; (2) teach students where to locate "show prep" material and how to add a punchline to it; (3) train students to perform their material in visual terms, with colorful words and descriptive detail; (4) teach students how to create a memorable character; (5) encourage emulation by listening to carefully selected airchecks whose performers model creativity; and (6) encourage prospective announcers to become involved in creative activities beyond radio. (Five notes are included; 19 references are attached.) (SR)

ED 344 271 CS 507 800

Danielson, Mary Ann
Heuristic-Leadership Model: Adapting to Current Training and Changing Times.
PUB DATE- 31 Oct 91
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; *Communication Research; Group Dynamics; *Heuristics; *Interpersonal Communication; Labor Relations; Leadership Training; *Models; *Organizational Communication; Professional Training
IDENTIFIERS- Business Communication Teachers; Communication Strategies; Employee Participation; Empowerment; *Supervisor Subordinate Relationship

A model was developed for training individuals to adapt better to the changing work environment by focusing on the subordinate to supervisor relationship and providing a heuristic approach to leadership. The model emphasizes a heuristic approach to decision-making through the active participation of both members of the dyad. The demand among business leaders for employee involvement, attributed most frequently to the

structure. The third section outlines efforts of Her Majesty's Inspectors of Schools to develop criteria for evaluating school effectiveness. The Qualitative Performance Indicators Project is described in the fourth section, with explanations of individual indicators at the primary and secondary levels. The program is not prescriptive, and schools are encouraged to adapt performance indicators appropriate to their situations. Included are a list of performance indicators and an outline of project purpose and content. (LMI)

ED 344 291 EA 023 825

Just, Anne E.; And Others
Preliminary Findings from the Study of the Education and Preparation for Work of "General Education" High School Students in California.
PUB DATE- Dec 91
NOTE- 18p.; Revision of paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *Career Planning; *Employment Potential; *General Education; Goal Orientation; High Schools; *High School Students; Job Skills; Student Attitudes; *Student Educational Objectives; Vocational Education
IDENTIFIERS- *California

Findings of a study that examined the learning experiences and postsecondary plans of California high school students who were not participating in a college preparatory program are presented in this paper. Methodology involved a survey of 2,600 11th- and 12th-graders who identified themselves as enrolled in either a general or vocational-technical high school program. The students came from a total of 47 comprehensive and continuation high schools and Regional Occupation Centers. The sample was composed of approximately 50 percent White, 33 percent Hispanic, 11 percent Black, and 13 percent other groups. A total of 37 school administrators were also surveyed. Overall, general education students were fairly positive about high school; understood the importance of education for obtaining employment; and had definite postsecondary plans for education, work, and careers. However, current school reform efforts were not reaching general education students, who may have been unprepared for the work force or other postschool options. Boredom was a major complaint. Eight recommendations are included, some of which are to include more work or career preparation information and experiences, applied learning, collaboration, and teamwork; and to provide certification of work-related skills. Five tables are included, and the appendix describes the study methodology. (10 endnotes) (LMI)

ED 344 292 EA 023 845

Magnen, Andre
Education Projects: Elaboration, Financing and Management. Fundamentals of Educational Planning, No. 38.
PUB DATE- 91
NOTE- 133p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

educators, community leaders, and policymakers). Researchers and teacher training institutions also play a vital role. This book provides easy access to information of particular interest to different groups and individuals who support advocacy-driven school reform. It is organized around 10 vital student entitlements discussed within 8 chapters that focus on the following topics: parent participation, student admission and placement, student instruction, enhancing individual potential, student support services, school climate, teacher empowerment, and school finance. A fictional vignette is presented at the beginning of each chapter, representing an imaginary elementary school on its way to becoming the Good Common School (a school with the primary goal of providing educational excellence for all of its students). Following these vignettes are step-by-step instructions or standards for achieving advocacy-driven reform. The second section of each chapter supports the need for fundamental change by documenting the problems found within most public elementary schools. Following the vignettes and problem statements, advocacy strategies in each chapter show how advocates work to reform schools in their own communities. These are followed by descriptions of promising school-based practices successfully implemented in real elementary schools. Each chapter ends with a summary of education research relating to the chapter's topics. (561 references) (LAP)

ED 344 312   EA 023 884

Daresh, John C.; Playko, Marsha A.
What Do Beginning Leaders Need? Aspiring and Practicing Principals' Perceptions of Critical Skills for Novice Administrators.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Print in Appendix I may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; Administrator Qualifications; Administrator Responsibility; *Administrator Role; Educational Administration; Elementary Secondary Education; Job Skills; *Leadership Qualities; *Leadership Training; *Principals; *Professional Development

Findings of a study that examined the needs of beginning school principals are presented in this paper, with a focus on the differences in perceptions of aspiring and experienced principals. A questionnaire was mailed to 420 aspiring school principals in 5 universities in 3 states and to 100 practicing elementary, middle, and secondary principals in 5 states, in which respondents assessed the critical skills needed by beginning and aspiring principals. Findings indicate that discrepancies existed between experienced and aspiring principals with regard to the kinds of skills that they assumed to be important for effective job performance. Specifically, aspiring administrators placed a much higher value on the demonstration of technical managerial skills, while practicing administrators valued socialization skills. Because the ability to demonstrate a personal vision of leadership was identified as one of the most critical skills, universities should include [illegible] for reflective activities and promote leadership, implementation of SBM, and a checklist of things to consider. The second part is entitled "The Nuts and Bolts of School-Based Management." Topics include creating a vision and mission statement, synergistic curriculum design, site-based strategic planning, and site-based communications. The final part is entitled "Theory into Practice." Action plans, instructional leadership teams, the principal as leader, delegation, assistant principals' responsibility, identification of variables that affect schools, strategies for faculty involvement, and decentralized school-site budgeting are the topics covered. References are appended to each part. (RR)

ED 344 333   EA 023 910

Clarke, Robert; Snow, Gordon
Curriculum Improvement Should Drive Staff Development.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Administrator Responsibility; Collegiality; *Cost Effectiveness; *Curriculum Development; Elementary Secondary Education; Guidelines; Needs Assessment; *Program Effectiveness; *Staff Development; Superintendents
IDENTIFIERS- Isolation (Professional)

Staff development is rapidly becoming more visible and more expensive. School boards and the voting public are becoming aware of the increasing costs and are demanding to know how effectively the money is being spent. It will become increasingly difficult, even job-threatening, for superintendents who guide ineffective staff development programs. Superintendents, boards, and other responsible school officials are growing dissatisfied with staff development programs generated by questionnaires that ask teachers and administrators what they need to do to improve. Generally, this process lacks focus and is unrelated to curriculum or curriculum improvement. "Collegially" oriented initiatives either fail to address the more basic question of school culture or vastly underestimate what is involved in implementing change. Contrived collegiality (through peer coaching, mentor teaching, and joint planning) can force unwanted contacts between teachers and intensify teacher isolation. This paper argues that the most effective needs assessment for staff development is a comprehensive curriculum study that considers whether dropout rates, attendance, suspensions, academic achievement, planning, parent involvement, and curriculum effectiveness need further investigation and/or improvement. Since curriculum is the most important school mission, money spent to improve curriculum by improving staff skills is an effective use of resources. (9 references) (MLH)

ED 344 334   EA 023 911

Theobald, Neil D.; Nelson, Bryce E.
The Resource Costs Involved in Restructuring a Secondary School.
PUB DATE- 21 Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English

Intended for individuals losing their sight and for families of these individuals, this guide presents methods of performing basic tasks of daily living, addresses common feelings and fears, and offers suggestions for additional help. An introductory chapter outlines how to use the guide. Subsequent chapters address the following topics: (1) initial and later reactions to vision loss including denial, rage, depression, and acceptance; (2) some possible immediate steps upon learning of the vision loss, such as obtaining a medical consultation; (3) suggestions on maximizing use of all one's senses; (4) ideas for organizing one's home for maximum mobility and independence; (5) changes in family roles and how to handle them; (6) specific techniques for managing daily chores and paperwork; (7) adaptive aids; (8) becoming more socially active; (9) suggestions for handling embarrassing situations; and (10) the value of formal rehabilitation programs. The appendixes list adaptive aids catalogs, companies, disability databases, dog-guide schools, federal agencies, national organizations, periodicals, radio reading services, rehabilitation services, sports and recreation organizations and publications, and 75 references. (DB)

ED 344 354 EC 301 080

Rights of Recipients of Mental Health Services Who Are Children in Need of Treatment. Part A, Rules of General Applicability.
PUB DATE- 89
NOTE- 53p.; Produced by the Bureau of Children with Special Needs.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Liberties; *Civil Rights; Community Programs; Confidentiality; Due Process; Emotional Disturbances; Individualized Programs; *Mental Disorders; Mental Health Programs; *Mental Retardation; Residential Programs; *State Standards; Therapy
IDENTIFIERS- Informed Consent; *Maine

This document presents the state of Maine's rules of general applicability and specific rights of children who are receiving services from the Maine Department of Mental Health and Mental Retardation. The first section presents general rules concerning: statement of intent, definitions, basic rights, least restrictive appropriate treatment, notification of rights, assistance in the protection of rights, right to due process with regard to grievances, confidentiality and access to records, fair compensation for work, protection during experimentation and research, and freedom from unnecessary seclusion and restraint. The second section covers rights in inpatient and residential sections. These deal with: statement of intent, privacy and humane treatment environment, individualized treatment or service plan, informed consent to treatment, and free association and communication. The last section presents the rights of such individuals in outpatient settings. These include: statement of intent, individualized treatment or service plan, informed consent to treatment, and freedom from seclusion and restraint. (DB)

ED 344 355 EC 301 081

Rice, Karen Stuut
Behavioral Aspects of Fetal Alcohol Syndrome. Mountain Plains Information Bulletin.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 92

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Conflict Resolution; Elementary Secondary Education; *Interpersonal Competence; Lesson Plans; *Mental Retardation; Simulation; Social Development; *Teaching Methods

This monograph presents a rationale for proactive social skills training for persons with mental retardation as well as over 100 examples of such instruction across the K-12 continuum. Chapter 1 provides a conceptual framework of social competence with principles of what, when, and how to teach social skills. Chapter 2 discusses the direct instruction of social skills including use of simulation and specific instructional procedures and processes. The bulk of the book consists of specific lesson plans organized by level (primary, intermediate, middle school/junior high, and senior high) and skill areas (classroom related skills, school building related skills, personal skills, interaction initiative skills, interaction response skills, community related skills, and work related skills). Each lesson plan includes the objective, performance criteria, materials needed, and procedures (often outlined in detail). A checklist for rating school and community social skills is appended as are homework forms to encourage practice in 32 specific skills. (DB)

ED 344 373 EC 301 100

Matazow, Gail S.; Hynd, George W.
Right Hemisphere Deficit Syndrome: Similarities with Subtypes of Children with Attention Deficit Disorder (ADD).
PUB DATE- Feb 92
NOTE- 13p.; Paper presented at the Annual Convention of the International Neuropsychological Society (20th, San Diego, CA, February 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Attention Deficit Disorders; *Brain Hemisphere Functions; Children; Classification; *Dyslexia; Educational Diagnosis; Elementary Secondary Education; *Handicap Identification; *Hyperactivity; Interpersonal Competence; Mathematics Achievement; Spatial Ability
IDENTIFIERS- *Right Hemisphere Deficit Syndrome

Children with Attention Deficit Disorder (ADD) often exhibit problems in visual spatial perception, math achievement, and social skills, and it has been postulated that this constellation of behaviors may constitute Right Hemisphere Deficit Syndrome (RHDS). This study examined 21 children with attention deficit disorder with hyperactivity (ADD/H), 11 children with attention deficit disorder without hyperactivity (ADD/WO) and 10 children with dyslexia (LD) to determine if they could be differentiated on the basis of problem solving tasks that tap RHDS functions. Children's ages were between 6 and 16 years. Compared to LD children, ADD/H children scored significantly higher on the externalizing factor of the Child Behavior Checklist and the Math subtest of the Wide Range Achievement Test-Revised. On a judgment of line orientation test, ADD/H children exhibited significantly more right-sided errors whereas ADD/WO children demonstrated left-sided errors. Results provide limited support that ADD/H children exhibit problems similar to children diagnosed as Right Hemisphere Deficit Syndrome. Results also support the notion that ADD/WO children perform more similarly to LD children than to ADD/H children. (16 references) (JDD)

Analysis
IDENTIFIERS- Alberta (Edmonton); Community Behavioral Services (Alberta)

This book chapter describes the 14-year evolution of Community Behavioral Services, a provincial government-operated program in Edmonton, Alberta. The program began in 1976 as a residential treatment facility for individuals having mental retardation and severely challenging behaviors. Later, a specialized family home was established as a halfway house between the residential program and family placement. Still later, these residential facilities were replaced by alternative programs which provided relief, consultation, and intensive support as well as workshops and seminars to parents and community agencies. The paper describes several problems associated with residential programs, processes involved in planning the transition from residential to outreach services, and evaluation procedures and instruments used to ensure effective service delivery. (JDD)

ED 344 394 EC 301 123

Yu, Dickie; Feldman, Maurice
Behavioral Assessment of Community Living Skills: Considerations for Practitioners.
PUB DATE- 91
NOTE- 12p.; In: Baine, David, Ed. Instructional Environments for Learners Having Severe Handicaps; see EC 301 117.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Behavior Rating Scales; *Daily Living Skills; *Developmental Disabilities; *Evaluation Methods; Independent Living; Measures (Individuals); *Normalization (Handicapped); Social Integration; Test Reliability; Test Validity

This book chapter outlines a number of key characteristics crucial to the integrity, utility, and efficiency of a behavioral assessment instrument for community living skills of people with developmental disabilities. In addition to basic psychometric considerations, the paper suggests that the functions of a behavioral assessment instrument could be maximized if the test: (1) is criterion-referenced, (2) can be used as a behavior rating and as a direct testing device, (3) provides objective information useful for programming, (4) is sufficiently wide in scope to meet screening needs, and (5) incorporates instructional aids for staff training. It is hoped that practitioners would view these characteristics as general guidelines for selecting the most appropriate and efficient assessment instrument, and that test developers would view these characteristics as potential features to be incorporated in the future design of behavioral assessment instruments. (27 references) (JDD)

ED 344 395 EC 301 124

Powell, Ronald J.; And Others
The Impact of California's Special Education Pre-Referral Interventions and Alternative Assessments on Ethno-Linguistically Diverse Students: A Technical Report of the Feasibility Study, Phase I, Contract One.
PUB DATE- Feb 91

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Acceleration (Education); Course Content; Curriculum Development; Educational Environment; Educational Methods; Elementary Secondary Education; Enrichment Activities; *Gifted; Individual Differences; Instructional Materials; Interdisciplinary Approach; Learning Activities; *Mainstreaming; *Models; Program Development; Program Implementation; Regular and Special Education Relationship; Student Development; Student Evaluation; Units of Study

This paper proposes a five-step model intended to meet the needs of gifted students in the context of the mixed ability reality that most teachers in regular classrooms encounter. The model consists of five steps each of which has several components. The steps and components are: (1) acceptance (initiatives must start out small and sound to be successful, must focus on "cans" rather than "can'ts", and must recognize various learning patterns, styles, and rates); (2) classroom climate (should be child centered, active, open and respectful); (3) knowledge of content objectives (including the course of study, the role of textbooks, and a wide variety of resources and materials); (4) learning activities (characterized by flexible pacing, both acceleration and enrichment options, and use of interdisciplinary theme units); and (5) evaluation (use of alternative methods by a variety of individuals to evaluate both observable and nonobservable domains). (DB)

ED 344 414 EC 301 143

Swassing, Raymond H.,; Fichter, George R.

Residential, Regional, and Specialized Schools.

PUB DATE- Mar 92

NOTE- 6p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Gifted; Mathematics; Outcomes of Education; *Regional Schools; *Residential Schools; Science Education; Secondary Education; *Special Schools; State Programs; Summer Programs; *Talent

This chapter discusses delivery of special educational services in science and mathematics to gifted and talented students through residential, regional, and specialized schools. Examples are given of all of these types such as the first residential school, the North Carolina School of Science and Mathematics, regional "Governor's Schools," and 29 specialized secondary schools. Outcomes and benefits of these schools are identified including provision of inservice training and assistance to other schools in the state, high achievement by program participants, and better access to a variety of funding sources such as businesses and research foundations. Specialized summer programs in Ohio are described and factors in decision making about establishing residential, regional, and specialized schools are noted. (10 references) (DB)

ED 344 415 EC 301 144

Southern, W. Thomas

Lead Us Not into Temptation: Issues in Evaluating the resource list are included. (MSE)

ED 344 432 FL 019 732

Chain Reaction. Culture and Social Organization Booklet 3. Teacher's Edition=Reaccion en cadena. Cultura y organizacion social libro 3. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 311p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; *Community Development; Family (Sociological Unit); Learning Modules; Secondary Education; Skill Development; *Social Attitudes; *Social Change; Social Studies; *Sociocultural Patterns; Thinking Skills

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical, except for occasional marginal notes in the latter. This booklet looks at social change and how it affects institutions in society. Case study topics include: the growing pains of a small but rapidly expanding Southwestern town; a Los Angeles family forced out of its home by an urban renewal project; and a young couple's debate with parents over changing sex roles. A glossary and a resource list are included. (MSE)

ED 344 433 FL 019 733

Culture and Social Organization Module. Test Booklet. Test Items for Booklets 1, 2, 3, 4=Libro de prueba. Modulo de cultura y organizacion social. Itemes de prueba para los libros 1, 2, 3, 4.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 125p.; For related documents, see FL 019 721-737. "We Are Different. Culture and Social Organization Booklet 4" is not available now.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Instructional Materials; Economics; Education; *Family (Sociological Unit); Family Role; Government Role; Learning Modules; Mexican Americans; Migrants; Secondary

information to faculties and future employers about students' skills. A testing reform in language centers, begun at the Language Centre for Finnish Universities, is underway that attempts to develop the testing principles and ideology at language centers and, eventually, to bridge the gap between theory and actual testing practice. Contains 16 references. (Author/LB)

ED 344 452 FL 020 096

Palmberg, Rolf
Integrating CALL into Foreign-Language Teaching.
PUB DATE- 89
NOTE- 11p.; In: Special Languages and Second Languages: Methodology and Research. No. 47. AFinLA Yearbook 1989; see FL 020 091.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Elementary Secondary Education; English (Second Language); Foreign Countries; Instructional Materials; *Second Language Instruction; *Second Language Learning; *Teaching Methods

Computer-Assisted Language Learning (CALL) is introduced and some of its benefits for foreign language teaching are discussed. The focus of the discussion is on fundamental principles and advantages of the CALL methodology, along with types of learner's role. Advantages of CALL are identified, including the versatility of presentation of material, computer analysis of student performance, instant feedback, and the entertainment or novelty factor. Two sample programs for teaching English as a foreign language are also described: "Rambler" (or "Words Words Words") and "The University Survival Game." Alternatives available to language teachers who want to integrate CALL into their own teaching are discussed. Contains 31 references. (LB)

ED 344 453 FL 020 097

Porter, Gerald
Machine Parts as Metaphor.
PUB DATE- 89
NOTE- 7p.; In: Special Languages and Second Languages: Methodology and Research. No. 47. AFinLA Yearbook 1989; see FL 020 091.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; Creative Writing; Foreign Countries; *Languages for Special Purposes; *Language Usage; Literary Criticism; Literary Devices; Literature; *Metalinguistics; *Metaphors; *Semantics; Technical Writing
IDENTIFIERS- *Pinter (Harold)

The connection between Language for Specific Purposes (LSP) and literature is discussed with examples of technical vocabulary drawn from a variety of writers, with particular attention to a sketch by the British dramatist Harold Pinter, "Trouble in the Works," which makes extensive use of the terminology of machine parts. It is noted that within certain occupational groups, terms for tools in particular have given rise [illegible] describing work processes but having a dual signification. This has subverted the truism that in LSP there must be a one-to-one relationship between signifier and signified by extending the

Information; Policy Formation; Rural Extension; Video
Equipment; Vocational Education; Young Adults
IDENTIFIERS- National Occupational Information Coordinating Com;
*State Occupational Information Coordinating Comm

This document contains highlights from a conference focused on helping the United States meet current and future workplace needs in a rapidly changing economy in which occupational information and career development skills are becoming more and more crucial. The report is organized in five sections: conference highlights; selected workshop highlights; awards; special activities; and participant list. Conference highlights include the following topics: National Occupational Information Coordinating Committee (NOICC) focus on work force issues; current legislative issues; landmark report on drastic changes; celebrating diversity in the workplace; removing barriers for workers with disabilities; and power clusters in the policy-making process. The section summarizing the workshops includes highlights on the following topics: economic classification systems; new supply data initiatives; planning the needs of workers with disabilities--providing full Workforce 2000 participation; Armed Services Vocational Aptitude Battery and Career Information Delivery Systems (CIDS) link to improve test results; State Training Inventory; comprehensive K-Adult developmental guidance system based on the guidelines; Dictionary of Occupational Titles review; need for action research; New York State Incarcerated Youth Progam; promoting a labor market--labor market information tools to attract and retain industry; linking literacy and career development; guidelines and CIDS implementation; computer networking for occupational career information; basic workplace competencies; follow-up on vocational education students; a mobile career lab (Opportunity Express Bus) for rural clients; computer-managed competency training for counselors; using the National Career Development Guidelines; linking planning and evaluation in vocational-technical education; training through distance learning--technology to plan and implement career development programs; State Occupational Information Coordinating Committee (SOICC) network involvement with video technology development; a microcomputer system for economic developers; and Tennessee's international curriculum. A summary of closing remarks and a conference participant list conclude the report. (NLA)

ED 344 002 CE 060 710

Quality Assurance Program Development--Curriculum Development.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical,
and Adult Education, Madison.
PUB DATE- 91
NOTE- 272p.; Newspaper articles may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Blueprints; Competence;
*Course Content; *Course Descriptions; Course Objectives;
Lesson Plans; Manufacturing; Postsecondary Education; *Quality
Control; *Standards; *Statistics; Teaching Methods; Teamwork;
Two Year Colleges; Vocational Education

This document has two parts: (1) course outlines and unit lesson plans for 10 vocational courses; and (2) course descriptions. competencies, and topical outlines for 7 courses in a quality assurance curriculum. In the first part, outlines and unit lesson plans are provided for the following courses: standards and specifications, materials, basic statistics, print reading, importance patterns of these problems altered somewhat.) The study also found that the leavers had positive attitudes toward quality of *instructors and instructors* and toward student services. They also were heavier users of student services than other students. The study concluded that the barriers to education experienced by the students were not created by MATC and could not all be lifted by the school. The study recommended that the college should continue to provide a full range of student services and that these services should be monitored to ensure that their quality remains high. It also recommended that the employment of students leaving college should be studied. (KC)

ED 344 020   CE 060 755

The Challenge Is Yours. WBVTAE Leadership Identification Program. Projects Completed by Participants.
PUB DATE- Jun 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Interprofessional Relationship; *Leadership Training; Management Development; Marketing; *Mentors; Minority Groups; Postsecondary Education; Professional Development; *Program Descriptions; *Program Implementation; Recruitment; Resources; *State Programs
IDENTIFIERS- *Wisconsin Leadership Identification Program

This guide describes 35 programs developed by the Wisconsin Leadership Identification Program. The Leadership Identification Program offers mentee participants a structured mentee/mentor relationship, an opportunity to design a formal professional growth plan, a statewide leadership training session, visibility through a statewide newsletter, and involvement in a statewide network. The guide is arranged by six general categories for easy reference: (1) business and industry; (2) curriculum development; (3) diverse populations; (4) innovations; (5) marketing, recruitment, and retention; and (6) professional development. Most program descriptions include goals and objectives, project description, results, and a contact person with address and telephone numbers. Three issues of the Leadership Identification Program's quarterly newsletter, "Perspectives on Leadership Development," are included with this document. (KC)

ED 344 021   CE 060 757

L.P.N. Update Program. A Program of Self-Study for Nurses.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Independent Study; Learning Modules; Medical Services; *Nurses; *Nursing Education; Postsecondary Education; *Practical Nursing; *Units of Study

This document contains materials for a 160-hour independent study course with 100 hours of clinical experience, designed to update the skills of Licensed Practical Nurses (LPNs) who had temporarily stopped practicing so that they can return to the

"Volunteerism Legislation" (Thomas M. Kelley); "United Way and Senior Volunteerism" (Karen Heller); "Our Hope for the Future: America's Renewable Resource" (Trudy Cross); "Volunteerism in the Future: Service Credit Banking" (Hunter McKay); "Volunteerism: An Agenda for the Future" (Marian Heard); and "Volunteerism: Developing an Agenda for the Future" (Theodora Jackson). A directory of 32 programs and resources is included, as are the tables of contents of the other 4 conference volumes. (KC)

ED 344 039 CE 060 807

Resourceful Aging: Today and Tomorrow. Conference Proceedings (Arlington, Virginia, October 9-10, 1990). Volume III. Family/Caregiving.
PUB DATE- Oct 90
NOTE- 124p.; For related volumes, see CE 060 806-809. Volume I, Executive Summary, duplicates material in the other volumes and is not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Community Services; *Demography; Drug Addiction; Family (Sociological Unit); *Family Caregivers; Family Life; *Family Role; Females; *Futures (of Society); *Grandparents; Males; Needs; *Older Adults; Professional Services; Resources; Volunteers

This document contains 16 papers on family roles and caregiving presented at a conference on aging. The papers, grouped into themes of trends and implications, resourceful roles (grandparenting and caregiving), and an agenda for the future, include the following: "Demographic Potential and the Quiet Revolution" (Opening Remarks by Robert A. Harootyan); "Family/Caregiving" (Executive Summary and Commentary by Richard B. Miller); "Family and Caregiving: An Overview" (Mary Brugger Murphy); "Intergenerational Programs for Children and Families at Risk" (Nancy Z. Henkin); "The Changing Picture of American Families" (Joan Levy Zlotnik); "The Role of Grandparents in Drug-Addicted Families" (Linda Burton); "The Regenerative Role of Grandparents" (Carolyn M. Gutowski); "Creative Grandparenting" (Robert Kasey); "Resourceful Roles: Grandparenting" (Ann Lawrence); "Resources for Caregivers: Ohio's Options for Elders Program" (Carol D. Austin); "Resourceful Caregiving Roles: The Case of Men Who Care" (Lenard W. Kaye); "Home Care Development in Fairfax County, Virginia" (Leslie K. Wiechmann-Roddy); "The Family Friends Program" (Mary C. Wolfe); "An Agenda for the Future" (Phyllis Moen); "Family Caregiving: Issues and Policy Options for the Future" (Robyn Stone); and "Family Caregiving: The Role of Employers" (Michael A. Creedon). A directory of 15 programs and resources is included, as are the tables of contents of the other 4 conference volumes. (KC)

ED 344 040 CE 060 808

Resourceful Aging: Today and Tomorrow. Conference Proceedings (Arlington, Virginia, October 9-10, 1990). Volume IV. Work/Second Careers.
PUB DATE- Oct 90
NOTE- 120p.; For related volumes, see CE 060 806-809. Volume I, Executive Summary, duplicates material in the other volumes and is not included.
LANGUAGE- English

modeling appropriate instruction, placing learning within a theoretical framework, and providing appropriate training topics. Chapter III presents summary descriptions of training at the nine study sites. Each summary includes the following: a brief overview of the program's administrative structure, training topics, follow-up activities, key elements of the program, and recommendations for designing more effective staff development programs. Appendixes describe the specific objectives, research questions, and methodology for the site visits and an outline of other research activities undertaken by the same study. (YLB)

ED 344 057 CE 060 836

Fluitman, Fred; Oudin, Xavier
Skill Acquisition and Work in Micro-enterprises: Evidence from Lome, Togo. Discussion Paper No. 31.
PUB DATE- Dec 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; *Cultural Influences; Developing Nations; Economic Development; Educational Needs; *Entrepreneurship; Foreign Countries; *Job Training; Postsecondary Education; Secondary Education; Sex Bias; *Small Businesses; Womens Education
IDENTIFIERS- *Togo (Lome)

A survey on education and training for work in micro-enterprises was conducted in Lome, Togo in 1989. Data were collected through a number of sample surveys, structured interviews with owner-operators of enterprises, from apprentices, and through "cameo" studies by local collaborators for each activity covered in the study. Results of the research show that the informal sector is a vigorous part of the economy in Lome. It is largely the outcome of training from within, usually in the form of traditional apprenticeship. Micro-entrepreneurs follow different paths to self-employment, but education and apprenticeship are increasingly the first two steps in their careers. These business people possess a wide variety of technical and other skills not usually acquired in schools. Educational levels of entrepreneurs and apprentices have steadily increased over the years. Length of schooling, itself determined by sex, year of birth, and family background, explains to some extent choice of trade, use of technology, relative success, and interest in further training. About 15 percent of the Lome labor force receive apprenticeship training. Women in the system have fewer educational and training opportunities and fewer trades from which to choose. The study concluded that intervention to improve the apprenticeship system should be approached cautiously, if at all, making sure that help is wanted and that it improves a relatively successful system. (Fifteen tables and 11 charts are included in the report. Appendixes include the survey methodology, activity reports and statistics, the research team and their responsibilities, and 10 references.) (KC)

ED 344 058 CE 060 855

Ooms, Theodora; Owen, Todd
Teenage Mothers and the Family Support Act: What Works--"Carrots" or "Sticks"? Background Briefing Report.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 1 Mar 91

IDENTIFIERS- *Workplace Literacy

This brief contains selected references on work force and workplace literacy. The references are divided under the following headings: 10 how-to guides and assessment tools, 15 policy and research reports, and 4 surveys. Each listing may include the following: title, author(s), product description, cost, and publishing source. (NLA)

ED 344 076 CE 060 898

National Technical Assistance Organizations. Workforce & Workplace Literacy Series.
PUB DATE- 10 Jan 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Job Skills; *National Organizations; Program Descriptions; *Technical Assistance
IDENTIFIERS- *Workplace Literacy

This brief describes national technical assistance organizations. Thirteen organizations are included: Essential Skills Resource Center; Center for Applied Linguistics; Center on Education and Training for Employment; Language Training Designs; Center for Remediation Design; Matrices Consultants, Inc.; Performance Plus Literacy Consultants; HRD Department, Inc.; Frontier College; Sylvan Learning Corporation; Educational Data Systems, Inc.; Salem Company; and Work, Achievement, Values, and Education. Each listing may include the following: organization name, acronym, description, address, and telephone number. (NLA)

ED 344 077 CE 060 899

Hotel & Food Service Industries. Workforce & Workplace Literacy Series.
PUB DATE- 10 Jan 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Collected Works - Serials (022)
DESCRIPTORS- Adult Literacy; *Basic Skills; *Food Service; Grants; *Hospitality Occupations; Hotels; Job Skills; Job Training; National Organizations; Program Development; *Service Occupations; Technical Assistance
IDENTIFIERS- *Workplace Literacy

This brief gives an overview of the topic of workplace literacy for the hotel and food service industries and lists program contacts. The following organizations operate employee basic skills programs for hotel and food service employees, provide technical assistance, or operate grant programs: Essential Skills Resource Center; Language Training Designs; Marriott Corporation; Virginia Literacy Foundation; Arlington Education and Employment Program; Boca Raton Resort and Club; BostonWorks; Orange County Public Schools (Florida); California State Library; Beaufort County Literacy Council (South Carolina); West Georgia Tech; Dobbs International Services, Inc.; Hawaii Governor's Council for Literacy; University of Hawaii at Manoa; GRASP Adult Learning Center; Literacy Assistance Center; Literacy Volunteers--New Jersey; Philadelphia Mayor's Commission on Literacy; Quapaw Vocational

Reflecting on Practice in Adult Higher Education. National Conference on Alternative and External Degree Programs for Adults (11th, Mobile, Alabama, October 10-12, 1991).
PUB DATE- Oct 91
NOTE- 378p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Action Research; *Adult Education; *Adult Learning; Biographies; Conference Proceedings; Developing Nations; Educational Planning; *Educational Practices; Faculty Advisers; *Faculty Development; Higher Education; Inquiry; Interdisciplinary Approach; Nontraditional Education; Nurses; Program Effectiveness; Social Science Research; Team Teaching; Womens Studies
IDENTIFIERS- *Reflective Practice

Workshops and presentations in this volume are as follows: "Learning the Language of Learning" (Firestone); "Self-Study Examination Program of Higher Education for Adults in China" (Wang, Smith); "Using the Principles and Process of Adult Learning to Develop an Award Level Program for the Education of Adult Educators: An Australian Case Study" (Morris); "The Adult Learner and Fear: A Critical Combination in Academic Advising" (Didelot); "The Use of Peer Support/Study Groups for Registered Nurses in a Bachelor of Science in Nursing Program" (Stone); "Shift Happens: Non-Traditional Education and Women's Adult Development" (Taylor); "Factors in Adult Students Not Persisting in a Non-Traditional Undergraduate Program" (Ganiere et al.); "'And Gladly Would (S)he Learn, and Gladly Teach': Ideal Faculty for Adult Learners" (Dumbleton); "Reflections on Teaching and Advising Adults" (Bunnell); "A Study of Student Perception of the Importance of ADP (Adult Degree Program) Advising Tasks and Faculty Performance" (Gillett, Duncan); "The Rossman Adult Learning Inventory: Creating Awareness of Adult Development" (Rossman, Rossman); "Evaluating Program Quality and Effectiveness: A Case of Marian College" (Owolabi); "Dialogue on Diversity: The Person and the Institution," (Alicea, Shallenberger); "Experiential Learning, Reflections on Practice and the Organizational Action Scientist" (Brown, Elfenbein); "Applying the Principles of Adult Learning in the Management of an Administrative Staff" (Dix); "Teaching Inquiry as a Lifelong Learning Skill" (Rury, Walden); "Critical Perspectives: Teaching Great Books and Religious Studies to Adults" (McEntyre); "In Search of a Context for Our Work: Understanding the Life History Method and Its Place in the Social Science Research Tradition" (Carlson); "Researching Practice and Practicing Research: A Critique of Distance Education Research and Writing" (Beaudoin); "The Student as Integrator in Interdisciplinary Studies" (Salner); "Team Teaching and Interdisciplinary Courses" (Gesiakowska, Lo Sardo); "The Logic of Decisions: Adult Learners and Third World Students" (Wein); and "Educational Planning at Empire State College: Faculty Expectations vs Student Aspirations" (DuBois, Lawrence). (NLA)

ED 344 096 CE 060 931

Weller, Lynne; And Others
Project MAPP Management Manual.
PUB DATE- Sep 89
NOTE- 351p.; For other Project MAPP documents, see CE 060 9[illegible]33.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.

Longitudinal Study. Subjects rated the closeness to their parent or sibling and indicated the frequency of face-to-face, telephone, and letter contact. Subjects' perceptions of their childhood home environment were assessed using six subscales from a revised version of the Family Environment Scale (FES). A majority of the respondents reported frequent contact with and high closeness to their elderly relative. Overall findings suggest closer relationships and greater contact frequency between parents and offspring than between siblings. Multiple regression analyses were used to determine the relative importance of demographic variables, FES scales, and closeness or contact measures to predict perceived closeness, face-to-face contact, and telephone contact in parent-offspring-pairs and sibling pairs. For parent-offspring pairs, significant predictors of closeness included amount of phone contact and number of years lived together. Predictors of contact included closeness, proximity, relationship type, FES cohesion, and other demographic variables. For sibling pairs, the only significant predictor of closeness was that sister-sister pairs perceived themselves as closer than other gender composition pairs. Significant predictors of contact for siblings included proximity, closeness, age, and marital status of respondent. (Author/LLL)

ED 344 113 CG 024 105

Chambliss, Catherine; Downie, Denise
Young Adults' Views of their Mothers' Employment: Boon, Burden, or Both.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Children; College Students; *Dual Career Family; *Employed Parents; *Employed Women; Expectation; Higher Education; *Mothers; Sex Differences; Student Attitudes

Recent Census Bureau statistics indicate that the two-paycheck family is now the norm, even among families with young children. This study examined the effects during their childhood on their own career and family expectations of college students' (N=170) mothers' employment status. Subjects were divided into three groups on the basis of maternal work status during their childhood. Maternal work status was categorized as either full-time employment (N=46), part-time employment (N=50), or not employed (N=51). Subjects from single parent households were excluded when calculating results. Analysis of variance revealed that subjects viewed maternal employment as more beneficial to children if their mothers were employed full-time. Conversely, subjects whose mothers did not work viewed maternal employment as more detrimental to children. Female subjects with full-time employed mothers were significantly more likely to expect to work during their children's infancy and preschool years. Maternal work history did not affect female subjects' plans to work once their children reached school age and also did not affect males' expectations. Results also showed that subjects with unemployed mothers believed that their freedom while growing up was obstructed more than did subjects whose mothers worked part-time or full-time. (Author/LLL)

ED 344 114 CG 024 106

Sandhu, Daya S.; And Others

demobilization, a shutdown of the power of the systems in the form of depression. The stable components of personality draw on the inherited phylogenetic strategies to meet the demands and problems of everyday life. These strategies are designed to fulfill the evolutionary goals of adaptive fitness; specifically, survival and procreation. Personality disorders may arise when there is skewed distribution of the adaptive strategies in the genetic endowment or when adverse circumstances impinge on the individual producing hypertrophy of some strategies and atrophy of others. For clarification of the dysfunctionality of the strategies in the personality disorder, it is important to examine the role of cognitive, affective, and motivational structures. Interaction of the genetic endowment with the environmental influences leads to beliefs of being helpless or unlovable. The two self-concepts working independently or collectively lead to hypersensitivity to certain problems and to the formation or reinforcement of strategies to compensate for the depreciated self-concept. (Author/LLL)

ED 344 133   CG 024 126

Ensminger, David
Greeks Assisting Greeks (G.A.G). Training Manual.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; *College Students; Counseling Techniques; Dating (Social); Depression (Psychology); Drug Abuse; Fraternities; Higher Education; *Peer Counseling; Rape; Sexual Abuse; Sexual Harassment; Sororities; Substance Abuse; Suicide; Victims of Crime; *Volunteer Training

This training manual, intended for use by college students to learn peer counseling techniques, contains four sections. The first section provides an introduction to peer counseling. Effective therapeutic communication, solving a problem, basic counseling techniques, communicating styles, and the limitations of peer counseling are discussed. The second section contains information and strategies for counseling those with problems related to alcohol and drugs. Diagnosis of chemical dependence and chemical abuse are discussed, and traits are listed to help the peer counselor identify behaviors. Substance abuse is also discussed as it relates to a group's collective behavior. Information is provided for confronting an abuser, and for contacting local support groups and treatment facilities. Information also is presented for ways to avoid over-indulgence and development of an alcohol problem. The third section looks at the problems of suicide and depression. Recognizable signs and symptoms of depression are delineated. Strategies are presented for handling a depressed individual. Four types of danger signals for suicide are examined, and ways to prevent suicide from occurring are discussed. The fourth section deals with rape, date rape, and sexual assault. The problem is described, and warning signs are provided for prevention education. Attitudes that males need to change, and attitudes that females need to portray are listed. Three phases of date rape are identified and discussed. The concept of rape trauma is defined and information is provided for working with a rape victim. (LLL) underride. Letters, prepared statements, and supplemental materials are included from Representative Schroeder, the witnesses, the American Trucking Association, Inc., and Jerry Ralph Curry, from the National Highway Traffic Safety Administration. (NB)

ED 344 152 CG 024 145

Preventing Underage Drinking: A Dialogue with the Surgeon General. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, First Session (November 15, 1991).
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Alcoholism; Delinquency; *Drinking; Hearings; *Prevention
IDENTIFIERS- *Congress 102nd

This document presents the testimony of Surgeon General Antonia Novello of the U.S. Public Health Service, and related materials from a congressional hearing examining underage drinking. In her opening statement, Chairwoman Patricia Schroeder reviews the incidence of underage drinking and notes the role of the advertising industry in promoting drinking. Surgeon General Novello's testimony notes the pervasiveness of underage drinking and discusses the problems created by exposing adolescents to mixed messages on drinking. Novello contrasts the health message that the use of alcohol by young people can lead to serious health consequences with the advertising messages that promote drinking. She examines the problem of labeling that makes it difficult to distinguish alcoholic from nonalcoholic beverages on store shelves; designated drivers, and teenagers who ride with drinking drivers; and adolescents' lack of knowledge about alcohol. Actions taken by the Surgeon General to combat the problem of underage drinking are reviewed, and the problems encountered in enforcing the National Minimum Drinking Age Act of 1984 are discussed. Novello describes actions taken by individual states to prevent underage drinking. The role of advertising in promoting underage drinking is emphasized throughout the document. Included in the document are a fact sheet on preventing underage drinking; the prepared statement of Michael Kavanaugh, sheriff of Roanoke County, Virginia; comments by John Calfee, associate professor of Marketing, School of Management, Boston University; and a report from the Office of Inspector General, U.S. Department of Health and Human Services. (NB)

ED 344 153 CG 024 146

Doing Drugs and Dropping Out: A Report Prepared for the Use of the Subcommittee on Economic Growth, Trade, and Taxes of the Joint Economic Committee, Congress of the United States. 102d Congress, 1st Session.
PUB DATE- Aug 91
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Cocaine; *Costs; *Crack; *Dropouts; *Drug Abuse; *Drug Addiction; High Risk Students; High Schools; High School Students; Potential Dropouts; Prevention; Youth

(37 references) (LLL)

ED 344 171 CG 024 164

Ooms, Theodora; Beck, Deborah
Keeping Troubled Families Together: Promising Programs and Statewide Reform. Meeting Highlights and Background Briefing Report. Report of a Family Impact Seminar (Washington, D.C., June 8, 1990).
SPONS. AGENCY- Consortium of Family Organizations.; Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Welfare; Community Services; Counseling Effectiveness; *Family Counseling; *Family Problems; Models; Program Effectiveness; Public Policy; State Programs
IDENTIFIERS- *Family Preservation Services

This report presents highlights of a seminar which focused on solutions emerging at the local and state level to keeping troubled families together. Comments by these panelists are summarized: Elizabeth Cole, a consultant to many family preservation projects; Kristine Nelson, a researcher on the social work faculty of the University of Iowa; Bill Purcell, a legislator in the Tennessee House of Representatives and Chairman of the Select Committee on Children and Youth; and Frank Farrow, a director for children's services at the Center for the Study of Social Policy and former Director of Social Services in Maryland. These topics, discussed at the seminar, are summarized: (1) the goals of family preservation; (2) sources of growing interest in family preservation; (3) negative effects of out-of-home care; (4) influence of the family therapy movement; (5) key characteristics of family preservation services (FPS); (6) three models of family preservation services; (7) definitional and design issues in FPS evaluation; (8) information from evaluations already conducted; (9) mainstreaming FPS; and (10) the future challenges of FPS. A background report which discusses the previously mentioned topics as well as the history of child welfare reform and permanency planning is included. A reference list of 51 items and a list of 11 organizational resources are also included. (ABL)

ED 344 172 CG 024 165

Ooms, Theodora; Owen, Todd
Parents' Role in Teenage Health Problems: Allies or Adversaries?. Meeting Highlights and Background Briefing Report. Report of a Family Impact Seminar (Washington, D.C., September 21, 1990).
SPONS. AGENCY- Consortium of Family Organizations.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; *Health; Legal Problems; Minority Groups; *Parent Role; Public Policy; Self Help Programs; Substance Abuse

This report contains highlights from a seminar on the role of

ED 344 190 CS 010 901

Smith, Carl B.; Sensenbaugh, Roger
Helping Children Overcome Reading Difficulties. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Dyslexia; Elementary Education; Learning Disabilities; Parent Participation; *Reading Difficulties; *Reading Material Selection; *Reading Strategies; *Remedial Reading; *Self Esteem
IDENTIFIERS- ERIC Digests

This digest discusses children with reading difficulties and how these children can be helped to read and learn more effectively. The digest offers a definition and discussion of dyslexia, examines instructional conditions that help the reading comprehension of children labeled as learning disabled, offers suggestions for choosing helpful reading materials, and stresses the importance of a positive attitude on the part of the child. (RS)

ED 344 191 CS 010 902

Blackwood, Charlene; And Others
Pleasure Reading by College Students: Fact or Fiction?
PUB DATE- Nov 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Higher Education; *Parent Influence; *Reading Habits; *Reading Interests; *Reading Materials; *Recreational Reading
IDENTIFIERS- Reading Uses

A study examined how much time college students spend reading for pleasure, when they do the most pleasure reading, and whether or not parental encouragement plays a role in pleasure reading habits. Subjects, 219 female and 113 male college seniors at a small public liberal arts university, completed three questionnaires as part of the institution's outcomes assessment program. The first questionnaire elicited demographic information; the second determined whether students were learning oriented or grade oriented; and the third obtained information on students' pleasure reading habits. Results indicated that: (1) most of the subjects (approximately 88%) did read for pleasure; (2) choices tended towards current events and literature, with newspapers as the preferred choice of medium; (3) subjects read more during vacation than during the school term; and (4) parental encouragement, parent occupation level, and parent educational level had no significant effect on the subjects' pleasure reading habits. (One figure of data is included; 12 references and the questionnaires are attached.) (RS)

ED 344 192 CS 010 903

Slapin, Beverly; Seale, Doris
Through Indian Eyes: The Native Experience in Books for Children.
PUB DATE- 92
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131), Book (010)
DESCRIPTORS- *American Indian Culture; *American Indian
  Literature; Annotated Bibliographies; Book Reviews; *Childrens
  Literature; Elementary Education; Publishing Industry; Reading
  Material Selection
IDENTIFIERS- Ethnic Literature; *Native Americans; Race Fairness

Noting that it is no longer acceptable for children--both Native and non-Native--to be hurt by racist ideologies which justify and perpetuate oppression, this book presents a variety of contributions from Native American people concerning the Native American experience in books for children. The book includes: nine essays confronting the impact on children of stereotyping and distortion of history; 33 poems by Native Americans; essays on the Native American in children's literature; numerous book reviews; and a list of criteria for choosing non-racist and undistorted books about Native Americans. A list of 42 organizations concerned with providing accurate learning materials about Native cultures, a 170-item selected bibliography, and a 53-item annotated bibliography of books published before 1973 by Native Americans are attached. (SR)

ED 344 212   CS 213 257

Evans, Karen S.
The Effects of a Metacognitive Computer Writing Tool on Classroom
  Learning Environment, Student Perceptions and Writing Ability.
SPONS. AGENCY- National Inst. of Child Health and Human
  Development (NIH), Bethesda, Md.
PUB DATE- Dec 91
NOTE- 27p.; Paper presented at the Annual Meeting of the National
  Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Computer Assisted Instruction;
  *Computers; Grade 8; Junior High Schools; *Metacognition; *Self
  Efficacy; *Student Attitudes; *Writing Ability; *Writing
  Improvement; Writing Research
IDENTIFIERS- Zone of Proximal Development

A study investigated how the introduction of a computer writing tool that provides metacognitive guidance to students interacting with it--the Writing Partner2 (WP2)--influenced the classroom environment, and explored both effects "with" and effects "of" working with such a computer tool. Data was gathered from an eighth-grade English classroom that was already using computers in the regular curriculum. Classroom observations, student interviews, and pre- and post-narratives written by the students without the computer were gathered. Results indicated that: (1) traditional gender difference can be decreased by facilitating cross-gender interaction through an integrated seated arrangement; (2) students believed that working with the WP2 had improved their writing; (3) while student interview responses clearly indicated that both effects "with" and effects "of" working with an intelligent computer tool occurred, writing samples revealed no significant improvement, supporting the notion that self-efficacy beliefs personnel activity form, in which faculty must account for 100% of their time, and student evaluations of faculty, which engender elaborate protocols governing the transfer of power. Finally, the language of universities' documents speaks of chains of literacy demands extending beyond the confines of the university to government and industry. In this way, such documents as mission statements and long-range plans can potentially become powerful instruments of oppression. (MB)

ED 344 232 CS 213 300

Grube, Molly A.
Seeing with an I.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Personal Narratives; *Student Needs; *Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- *Personal Writing

Modes of writing utilized within school systems leave little room for students to infuse personal perspectives as objective and formal expression are given higher merit. This approach has marginalized students and created environments not conducive to the process of written expression. Heeding the educational movement of experts in the discipline of reading to treat the making of meaning as an individual action equally dependent upon the reader, the text, and the situation in which the reading of text occurs, writing instruction needs to also accommodate individual attempts to develop meaning; education must integrate students' personal voice. "I-voices" provide students with the means through which identity can be explored and expressed. It promotes such essential writing aspects as personal reality, meaningfulness, ownership, risk taking, and reduces the tendencies for cognitive overload. Employed into the school system, it fosters the environmental mode of instruction as well as a productive form of instructional scaffolding. Seeing with an "I" provides writers with a larger perspective of the world, allowing them to occupy a personal space in it. One illustration is included; 32 references are attached.) (Author/RS)

ED 344 233 CS 213 302

Otte, George
The Problem with Theory Is the Problem with Practice.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Modes; Higher Education; Teaching Methods; *Theory Practice Relationship; *Writing (Composition); Writing Instruction; Writing Research
IDENTIFIERS- *Composition Theory; Discourse Communities; Theoretical Analysis; Theory Development

When composition educators talk about either "theory" or "practice," they are not referring to a monolithic and unified

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *High Risk Students; *Hispanic Americans; Parent Education; *Parent Student Relationship; *Parent Workshops; Verbal Communication
IDENTIFIERS- *Communication Competencies; *Empowerment; Family Communication

Hispanic families can be empowered through parent training workshops focusing on the development of competency based interpersonal communication skills. Nearly 50% of the Latinos in the United States are at risk of dropping out before graduating from high school. They believe that their family obligations come first and that the school system is inequitable, so they feel powerless to succeed in educational, vocational, and civic communication situations. The Orange and San Diego Counties Migrant Education Office sponsored a parents' conference at Golden West College in Huntington Beach, California. After a keynote address, workshops were conducted on five methods of increasing the self-esteem of Hispanic migrant students. Spanish-language worksheets, designed for all levels of reading proficiency, were used to facilitate the acquisition of communication competency skills. Workshop members role-played communication scenarios and then participated in oral analysis of the communication competencies demonstrated in the role playing. (Worksheets used in the workshops are included.) (RS)

ED 344 252 CS 507 771

Berko, Roy
Approaches to Teaching the Family Communication Course--A Self-Awareness Approach.
PUB DATE- 1 Nov 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; Higher Education; Interpersonal Communication; Speech Communication; Teaching Methods
IDENTIFIERS- *Family Communication; Self Awareness

Using a "self-awareness" approach, this paper discusses a course in family communication designed to force students to examine their families, how they communicate, and the implications of that communication. Based on a text by Kathleen Galvin and Bernard J. Brommel, "Family Communication: Cohesion and Change," the "syllabus" begins with a discussion of two problems facing any educator: what approach to take in teaching the course; and the role of sociological and psychological research in the course. The syllabus includes a disclaimer that individuals not trained in fields of counseling, psychology, or counseling psychology should not take an approach that may lead students to emotionally stimulating discoveries. A detailed listing is presented of course objectives, students' responsibilities, and class procedures, geared to each chapter of the above-mentioned text. The syllabus concludes with probe questions and statements keyed to each chapter of the textbook.

Japanese style of business management, is increasing, spawning a new buzzword, "empowerment." Based on such demands, a model must propose a communication methodology whereby subordinates and their superiors coactively work toward "heuristic-leadership decisionmaking." The primary means of promoting such decisions is G. A. Kelley's theory of constructive alternativism, an options generator. Then, alternatives must be linked to consequences, producing what E. MacNeal has termed "alternaquences." The individual then implements incremental decision strategies based on a forecasting of events along with the feedback provided by others. While this model has potential for training employees of the 1990s, it is not well suited to all industries. The model will be most effective in industries that are rapidly changing or that rely on individual choice and decision-making. The ideal participants are individuals wanting a greater role in their businesses and who want to share their expertise in improving their job situations. (Six footnotes and 1 figure are included; 34 references are appended.) (MG)

ED 344 272 CS 507 801

Grice, George L.; Cronin, Michael W.
The Comprehensive Speech Communication Laboratory: We Have Ways of Making You Talk.
PUB DATE- 11 Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Southern States Communication Association (62nd, San Antonio, TX, April 9-12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Higher Education; *Interpersonal Communication; Laboratories; Laboratory Training; Peer Teaching; *Speech Communication; Speech Instruction; Tutoring
IDENTIFIERS- *Communication across the Curriculum; Radford University VA; Speech Communication Education; University of Rhode Island

Increasingly, business and education professionals recognize the centrality of oral communication in everyday activities, and such a competency is best developed through repeated instruction and application. However, few colleges or universities have implemented speech communication laboratories, and where they do exist, they are often constrained due to limited personnel and budgetary resources. Furthermore, there is little published information about speech communication laboratories. Radford University (Virginia) has implemented a comprehensive communication laboratory, administered through the Oral Communication Program (OCP), as part of its oral communication across the curriculum emphasis. Comprehensive oral communications labs, including those at Radford and at the University of Rhode Island, meet five criteria for comprehensiveness: they are open free to all students; they serve all university constituencies; they offer several types of instruction; they offer a wide range of instruction; and they use a wide range of instructional material. Peer tutors are employed who have completed an extensive training course for university credit. As research has confirmed, both tutors and tutees benefit from this kind of program, suggesting that peer tutoring is an appropriate pedagogy for communication competence training. By combining the use of computerized interactive video instruction and peer tutoring, Radford's OCP Laboratory is able to offer quality,

PUB TYPE- Guides/Methods/Techniques (for Practitioners) - Non-Classroom Use (for Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Developing Nations; *Educational Finance; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *National Programs; Program Design; *Program Implementation

In many developing countries, the translation of political objectives to action projects is made difficult by the lack of training of staff of the ministry of education planning and managing units. This booklet deals with the implementation of these projects within the framework of the planning process. After defining projects, chapter 1 shows the role they play in the planning process and discusses the advantages and the disadvantages of using them. This chapter then describes the different types of education projects and their evolution over the last 20 years. The second chapter examines the criteria on which the identification and preparation of projects are based, and then goes on to analyze their goals, the various tasks and working methods they require, and the conditions under which they are carried out. In chapter 3, the modalities for financing projects are examined, both national and international sources of money. The problems of intervention by external sources of assistance are mentioned, the main characteristics of such sources are discussed, and the various multilateral funding sources are reviewed. Finally, the chapter examines the conditions under which negotiations are conducted. The final chapter studies the management of projects. It emphasizes monitoring and evaluation, necessitated by a constantly changing environment. (LAP)

ED 344 293   EA 023 846

Hallak, Jacques
Educational Planning: Reflecting on the Past and Its Prospects for the Future.
PUB DATE- 91
NOTE- 16p.; Also available in French and Spanish editions. Reviewed version of a paper presented at meeting sponsored by the Santillana Foundation (Madrid, Spain, December 11-15, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; *Educational Development; *Educational Objectives; *Educational Planning; Elementary Secondary Education; *Long Range Planning

An overview of developments in educational planning from the 1960s through the 1990s is presented in this paper. Based on the definition of educational planning as "a technique for choosing resources and objectives in accordance with a standard," successful planning requires realistic objectives, effective means, and compatibility between objectives and means. The first section describes educational planning in the 1960s, which focused on accelerating educational development, the school, and quantitative measures. The next section concludes that despite questions raised by cultural upheavals of the 1960s, planners in the 1970s continued to use a government-focused approach. During the 1980s, a world economic crisis changed the concept of educational planning in developing countries; a shift in emphasis took place from developing a work force to an "intellectual force" and from different types of field-based learning and mentoring to challenge preparation programs' focus on technical knowledge. Suggestions are offered for improving the nature of professional development at the preservice, induction, and inservice education levels. Two tables are included. Appendices include the survey instrument and list of survey items. (19 references) (LMI)

ED 344 313 EA 023 885

Fortune, Jim C.; And Others
Help Instructional Growth Happen: Final Evaluation Report, Chapter 2 Competitive Grant Program.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; High Schools; *Outcomes of Education; *Program Effectiveness; *Program Evaluation; *School Restructuring; Secondary Education; *Team Teaching
IDENTIFIERS- *Fluvanna County Public Schools VA

Outcomes of a restructuring program implemented in the Fluvanna County High School, Help Instructional Growth Happen, are reported in this paper. Program goals were to: (1) establish a cooperative steering committee; (2) develop a cooperative learning language; and (3) implement interdisciplinary teacher teams. Three areas were evaluated--accountability, effectiveness, and impact. Methodology involved document analysis, observations, interviews, pre- and posttest teacher surveys, pre- and posttest surveys of a subsample of 40 students, and analysis of achievement scores. A more inclusive testing involved 159 students taking the pretest and 55 students taking the posttest. Twenty teachers took both the pre- and posttest. Findings indicate that students in the restructuring group scored higher in social studies and self-concept than those in the traditional group. Other outcomes included improved attendance and fewer disciplinary referrals. Participating teachers expressed positive or neutral responses. The low teacher response rate suggests problems in the program, such as time constraints, overly nontraditional concepts, inexperienced teachers, and curriculum training deficiencies. Supplementary teacher training and time are recommended. Six tables are included. (LMI)

ED 344 314 EA 023 886

Dickerson, Celia
The Lead Teacher Model: A Restructured School.
PUB DATE- 20 Feb 92
NOTE- 20p.; Paper presented at the Annual Meeting of the North Carolina Association of Research in Education (Chapel Hill, NC, February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Collegiality; *Educational Change; *Educational Environment; High Schools; Organizational Climate; *Participative Decision Making; Professional Development; Resource Allocation; *School Restructuring; *Teacher Participation
IDENTIFIERS- *North Carolina

Outcomes of a restructuring project implemented in a North

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Cost Estimates; *Educational Economics; Educational Planning; High Schools; *Participative Decision Making; *Resource Allocation; *School Restructuring
IDENTIFIERS- *Washington

The practical issues of financial, human, and political costs involved in the restructuring efforts undertaken by five Washington State secondary schools, each of which is a member of the Coalition of Essential Schools, are addressed in this paper. The crux of the restructuring problem is to develop ways to provide staff members with the needed planning time consistent with the existing norms of the teaching profession. Staff resource allocation decisions regarding four key areas--curriculum, pedagogy, learning resources, and administration--determine the cost of restructuring. A conclusion is that schools are only capable of mustering the resources for a limited number of significant innovations. Before beginning a restructuring project, a school or district must consider costs as a function of decisions regarding the four key areas and must consider scaling back its model or not beginning at all. A cost estimate worksheet is included. (8 references) (LMI)

ED 344 335 EA 023 912

Meckley, Dick; Leonard, Barbara
Comparing the Merits of Foundation versus Needs-Based Financing in West Virginia.
PUB DATE- Mar 91
NOTE- 17p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; Economic Factors; *Educational Finance; *Educational Needs; Elementary Secondary Education; *Expenditure per Student; Finance Reform; Financial Problems; Instructional Improvement; *School Personnel; *State Action
IDENTIFIERS- *Funding Formulas; *West Virginia

To meet statutory and policy requirements regulating education in West Virginia, the state superintendent, supported by educational organizations, has suggested that the legislature change the current foundation formula to one based on educational needs. The needs-based approach would focus primarily on the number of personnel needed to carry out state-mandated programs. In the current formula, "normal" children are counted once and "exceptional" children are counted three times to determine a district's adjusted enrollment and state subsidies for personnel. The needs-based approach specifies required personnel for a certain number of net pupil enrollments in grade levels and instructional categories. Support, service, and administrative personnel are similarly based on overall district enrollment. Comparison reveals that the needs-based plan would require more personnel and more state money than the current formula. In fiscal year 1993, personnel needs would increase by 743 positions at a cost increase of approximately $45 million. Since the governor has recently ordered statewide school district budget cuts, an increase in school funding seems unlikely. The proposed funding formula change could help the state achieve some of its educational goals but may result in unanticipated cost increases that will be viewed unfavorably in a state

NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; *Behavior Patterns; *Behavior Problems; Classroom Environment; Clinical Diagnosis; *Congenital Impairments; Elementary Secondary Education; *Environmental Influences; Etiology; Family Environment; Neurological Impairments; Parent Attitudes; *Prenatal Influences; Preschool Education; Questionnaires; Symptoms (Individual Disorders); Teaching Methods
IDENTIFIERS- *Fetal Alcohol Syndrome

This paper discusses the symptoms, causes, and diagnosis of fetal alcohol syndrome (FAS) and fetal alcohol effects (FAE). It then presents information from biological and adopted parents of 14 individuals (ages 4-23 years) diagnosed with FAS or FAE, based on a parent survey concerning behavioral and educational histories of their children. Behavior patterns were characterized by impulsivity, hyperactivity, poor attention span, poor judgment, and difficulty in remaining on task. Use of a structured environment was found to be necessary to control and change behavior; this structure involved a systematic schedule followed very consistently and a set pattern of consequences for problems. Common areas of behavior problems were dealing with consequences, learning from their mistakes, and having the ability to generalize consequential information to other circumstances. Unusual, erratic sleeping patterns were commonly reported. Behaviors such as lying, stealing, and inappropriate sexual behaviors were occurring, regardless of the secure stable environment provided by parents/caregivers. School issues included their need for individual attention, their need for reteaching, their resistance to rules, their hypersensitivity to criticism, and other problems. Characteristics of the "most successful teachers" and the "best year in school" are outlined and contrasted with characteristics of "least successful teachers" and "least successful school years." The survey instrument is appended. (15 references) (JDD)

ED 344 356 EC 301 082

Petr, Christopher G.; Barney, David D.
Keeping Children with Disabilities at Home: Research Results of the Parent Perspective.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Advocacy; Child Rearing; Children; Crisis Intervention; *Developmental Disabilities; *Emotional Disturbances; Family Environment; Interviews; *Needs Assessment; *Parent Attitudes; Placement; *Residential Programs; Respite Care; Social Services; *Special Health Problems; Young Children; Youth

In focus group interviews, 39 parents of children (ages birth to 21 years) with developmental disabilities, emotional disorders, and technology-supported needs shared their perspectives regarding special needs, crisis situations, and parent/professional relationships. The purpose of the study was to determine what is necessary to keep children with

ED 344 374 EC 301 101

Matazow, Gail S.; Hynd, George W.
Analysis of the Anterior-Posterior Gradient Hypothesis as Applied to Attention Deficit Disorder Children.
PUB DATE- Feb 92
NOTE- 11p.; Paper presented at the Annual Convention of the International Neuropsychological Society (20th, San Diego, CA, February 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Attention Deficit Disorders; *Brain Hemisphere Functions; Children; Classification; *Educational Diagnosis; *Handicap Identification; *Hyperactivity

This study examined whether children (ages 6-16) diagnosed as having attention deficit disorder with hyperactivity (ADD/H) could be differentiated from those diagnosed as having attention deficit disorder without hyperactivity (ADD/WO), on an anterior-posterior gradient paradigm. It was predicted that ADD/H children (N=23) would have more deficits on tasks measuring sequential, cognitive operations and those assessing anterior or frontal lobe functioning, whereas ADD/WO children (N=19) would have more deficits on tasks measuring visual-spatial abilities and those reflecting posterior or parietal lobe functioning. No significant differences between the groups emerged across standardized and well-normed measures. Implications for testing the anterior-posterior gradient paradigm with children are discussed. (15 references) (Author/JDD)

ED 344 375 EC 301 102

Bernard-Opitz, Vera; And Others
Pragmatic Analysis of the Communicative Performance in Autistic Children.
PUB DATE- Aug 91
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Autism; *Communication Skills; Interaction Process Analysis; *Interpersonal Communication; *Nonverbal Communication; Outcomes of Treatment; Parent Child Relationship; Preschool Children; Preschool Education; *Social Behavior
IDENTIFIERS- Impairment Severity

This study investigated the communicative behavior of five high-level and five low-level autistic children (ages 3-5 years). Differential responses of parents and a clinician to the children's protesting, responses, and initiations were assessed. Findings indicate differential interaction behavior and behavior problems of autistic children with their parents and a clinician. Both groups of autistic children reacted quite sensitively to different interaction partners and their communicative feedback. Low-level autistic children mainly used nonverbal protests when interacting with their parents. Parents tended to respond to appropriate communicative acts with new demands, while the clinician acknowledged the communication.

NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Differences; Elementary Education; *Evaluation Methods; *High Risk Students; Intervention; *Language Handicaps; Measurement Techniques; Models; Program Effectiveness; Records (Forms); Student Characteristics; *Student Evaluation; Student Placement; *Test Construction; Validity
IDENTIFIERS- California; *Prereferral Intervention

This report documents efforts to develop instruments for data-gathering and to train field staff in the use of the instruments, as part of a feasibility study designed to validate a conceptual framework that describes the elements of California's special education prereferral and alternative assessment procedures for ethno-linguistically diverse students at the elementary level. The conceptual framework identifies the prereferral intervention process as a multi-channel student flow system through which a student at risk who is experiencing problems with learning academic skills is reviewed and placed in one of the following six categories of program and/or placement modifications: (1) return the student to the originating mainstream teacher; (2) reassign the student to another classroom; (3) adjust environmental factors; (4) provide remedial instruction services; (5) provide ongoing support services; and (6) refer student directly for special education assessment and placement. It is hypothesized that the frequency with which students at risk are channeled into each of the six outcome categories is predicted by eight factors representing various demographic and individual student characteristics such as problem etiology and diagnosis, family and demographic characteristics, school climate and culture, and service availability. Ten original instruments were developed to gather data to test these hypotheses, and other existing instruments were incorporated into the instrumentation package. Copies of the forms are provided. (17 references) (JDD)

ED 344 396   EC 301 125

Sexuality Rights Protection Policy.
SPONS. AGENCY- Colorado Developmental Disabilities Planning Council, Denver.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights; *Developmental Disabilities; Legal Responsibility; Legislation; Policy Formation; *Public Policy; Sex Education; Sexual Abuse; Sexual Harassment; Sexual Identity; *Sexuality; Staff Development
IDENTIFIERS- *Colorado

This booklet presents the policy of the Colorado Developmental Disabilities Planning Council to affirm and promote the sexuality rights and responsibilities of persons with disabilities. The purpose of the policy is to guide the community and empower persons with disabilities in Colorado to ensure that their inherent sexual rights and basic human needs are affirmed, defended, promoted, and respected. Guidelines are

Effectiveness of Gifted Programs.
PUB DATE- Mar 92
NOTE- 7p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; *Educational Quality; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; *Gifted; Outcomes of Education; *Program Evaluation; Quality Control; Summative Evaluation; Theories; Trend Analysis
IDENTIFIERS- *Deming (W Edward)

This chapter examines the potential pitfalls in evaluating the effectiveness of gifted education programs and applies recent trends in the assessment and maintenance of quality in industrial applications. Evaluators are encouraged to avoid the temptations of bad evaluation which may appear to offer simpler alternatives to complex tasks but actually disguises results and fails to provide decision makers with appropriate information. Examples of bad evaluation include asking the wrong questions (e.g., use of standardized test data to support program effectiveness and failure to consider unique local factors); asking too few questions (evaluators need to be alert to unintentional program outcomes); and viewing results of evaluation as a summary judgment rather than a guide for action and refinement. Ideas of industrial quality theorist W. Edward Deming are summarized and applied to improvement and assessment of gifted programs with the following recommended commitments by school districts: service to all identified gifted students which focuses on students' individual needs; constant improvement of services; use of evaluation data to meet these first two commitments; data collection keyed to program goals; collection of as much information as possible; and information dissemination to decision makers and others who might profit from it. (5 references) (DB)

ED 344 416   EC 301 145

Callahan, Carolyn M.
Determining the Effectiveness of Educational Services: Assessment Issues.
PUB DATE- Mar 92
NOTE- 7p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Educational Assessment; Educational Quality; Elementary Secondary Education; *Evaluation Methods; *Gifted; Outcomes of Education; Program Effectiveness; *Program Evaluation; Qualitative Research; Standardized Tests; Student Evaluation

Various issues in determining the effectiveness of educational services for gifted students are considered in this chapter. First, the limitations of standardized instruments are identified. These include narrowness of assessment (usually only across traditional curricular areas), invalidity in

Education; Skill Development; Social Attitudes; *Social Change; Social Studies; *Sociocultural Patterns; Test Construction; *Test Items; Thinking Skills; United States History
IDENTIFIERS- Depression (Economic 1929)

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and are designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. This booklet contains test items directly related and coded to the content of the third module, on culture and social organization. Items reflect a wide range of skill objectives, including application, analysis, evaluation, and synthesis, and sub-objectives based on instructional content. Strategies for remediation are provided for each objective, and strategies for assembling tests are also included. The test items are presented in both Spanish and English. (MSE)

ED 344 434 FL 019 734

Less and Less for More and More. Economic Organization Booklet 1. Teacher's Edition=Menos y menos por mas y mas. Organizacion economica libro 1. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 323p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; *Decision Making; *Economics; *International Trade; Learning Modules; *Resource Allocation; Secondary Education; Skill Development; Social Studies; Thinking Skills; *Values

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and are designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical, except for occasional marginal notes in the latter. This booklet focuses on the allocation of limited resources in light of unlimited wants, and stresses the individual and cultural values inherent semantic range, particularly in the field of metaphor. Taken together, the examples suggest that writers who are alert to nuances of language find in LSP a closed system that can be appropriated as a means to other ends. The writers offer a coherent group of texts, initially at least, that are more easily studied by technical students than by humanists. Contains 5 references. (Author/LB)

ED 344 454 FL 020 098

Sjoholm, Kaj
Is the Pattern of L2-Learning U-shaped?
PUB DATE- 89
NOTE- 12p.; In: Special Languages and Second Languages: Methodology and Research. No. 47. AFinLA Yearbook 1989; see FL 020 091.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Children; *Cognitive Development; Comparative Analysis; *Contrastive Linguistics; English (Second Language); Finnish; Foreign Countries; *Language Acquisition; Morphology (Languages); *Psycholinguistics; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Finland; Netherlands

The phenomenon known in cognitive psychology as U-shaped behavioral growth is discussed in relation to second language learning. The U-shaped growth concept focuses on the fact that some behaviors appear, disappear, and then apparently reappear over time. It has been documented in children's learning of physical concepts, musical concepts, artistic production, and first language acquisition. This paper focuses on the conditions under which U-shaped curves might occur, and especially on the role played by cross-linguistic influence. The data are drawn from some experiments conducted in the Netherlands and Finland with advanced second language learners. It is maintained that U- shaped learning behavior can be characterized as the external manifestation of a more general cognitive process. Further, it is suggested that U-shaped language development in both first and second language occurs in the area of morphology, in phraseology, and especially in connection with the learning of lexical items that covey complex semantic relations. Contains 13 references. (LB)

ED 344 455 FL 020 105

Edwards, Doris Dillard
A Survey of Selected Intensive English Programs on the Campuses of Higher Education.
PUB DATE- 91
NOTE- 62p.; Research paper for Master of Education, Texas A and M University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Second Language Programs; Curriculum Design; *English (Second Language); Foreign Students; Higher Education; *Intensive Language Courses; *Program Design; Scheduling; Student Characteristics; Surveys; Teacher Salaries; Tuition
IDENTIFIERS- Dallas Baptist University TX; North Texas State University; Texas A and M University; Texas Wesleyan University; University of Houston TX; University of Mary Hardin

introduction to quality assurance, production processes, product and system quality control, statistical process control, industrial and technical internship, and statistical analysis. The materials include instructional competencies, references, instructor equipment and audiovisual needs, student materials, and evaluation measures, an instructor presentation outline, and other information. Part 2 provides descriptions, competencies, and topical outlines for the following courses: industrial economics and finance, quality concepts and team building, design of experiments, geometrical dimensioning and tolerancing, technical computing and presentation, technical reporting, and principles of supervision. References are suggested for each course. (KC)

ED 344 003 CE 060 713

Nash, Margaret A.
Exploring New Worlds: Trades and Technical Occupations for Women.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Jul 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Apprenticeships; *Career Choice; Career Planning; Citations (References); Educational Resources; *Females; Job Training; *Nontraditional Occupations; Postsecondary Education; Secondary Education; Sex Bias; Sex Fairness; *Sex Stereotypes; *Skilled Occupations; *Technical Occupations; Videotape Recordings; Womens Education

This workbook is designed to help girls and women explore the possibility of a career in nontraditional occupations, such as trade and technical occupations. It is organized in eight sections that cover the following topics: planning a career, knowing what you like, nontraditional choices, working in the skilled trades, working in the high-tech fields, hearing from women who have been there, pursuing new possibilities, and choosing your own path. Sections include self-quizzes with answers; activity pages to list skills, experiences, and values; and checklists. The book also lists support networks for women in science, medicine, and engineering; mathematics; sales; communications; business and professional areas; trades; computers; and general areas. Nine books and magazines and four videotapes are suggested. (KC)

ED 344 004 CE 060 714

Grefsheim, Lianne; And Others
Career Planning Curriculum for Single Parents and Displaced Homemakers. Curriculum Guide.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 91
NOTE- 780p.
LANGUAGE- English
EDRS Price- EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Choice; Career Development; Career Education; *Career Planning; Competence; Competency Based

work force. Following prefatory material on methodology, qualifications for admission, and the textbook to be used, a course description, a list of course objectives, and a skills inventory are provided. A test format is used to present the course materials themselves; they concern: legal, ethical, and regulatory issues; the LPN's role; communications; the nursing process; nursing diagnosis and care planning; guidelines for care planning; recording and reporting; symbols and abbreviations; drug administration; collection of physical data; nutrition; intravenous therapy; tube feeding; diagnostic tests; collecting specimens; catheterizations; acquired immune deficiency syndrome; environmental safety; tracheotomy; blood transfusion; patient teaching; and delegation. References are supplied for each topic covered. (KC)

ED 344 022 CE 060 762

Career Exploration in Computers Project. Final Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 87
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; *Career Exploration; Career Ladders; Community Colleges; *Computer Science; *Data Processing Occupations; Displaced Homemakers; High School Equivalency Programs; Inservice Teacher Education; Office Automation; One Parent Family; Sex Bias; Two Year Colleges

The Career Exploration in Computers Project assisted 146 young people between 18 and 21 who were employed during the summer in the Head Start program. The project introduced and reinforced the concept of career choice and broadened the perspective of those in data processing career tracks. Four populations were served: adults preparing for the General Educational Development exams; clients of the Rural Women Proprietorship Project; participants in Hazard Community College's Career Awareness Program for Single Parents and Homemakers; and high school teachers receiving curriculum enrichment inservice training. The report itself describes the project's goals and objectives, summarizes results, describes additional outreach generated by the project, and offers reflections on its future impact. Five appendices form the bulk of this document. They consist of: a list of career exploration workshops--January to September 1987; press releases; a letter of appreciation; materials on the Career Exploration Workshop consisting mainly of excerpts from the Vocational Biographies Career Finder Counselor's Manual; and the Career Finder Questionnaire for those entering the program. (NLA)

ED 344 023 CE 060 763

Student Career Introduction Program. Program Year 1986-87. Annual Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 87
NOTE- 49p.; For a related document, see ED 267 261.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Community Services; *Demography; Employer Employee Relationship; *Employment; Employment Patterns; Employment Potential; Employment Practices; *Futures (of Society); *Labor Needs; Middle Aged Adults; *Older Adults; *Resources
IDENTIFIERS- *Older Workers

This document contains 19 papers on work and second careers presented at a conference on aging. The papers, grouped into themes of trends and implications, resourceful roles, resources, and an agenda for the future, include the following: "Demographic Potential and the Quiet Revolution" (Opening Remarks by Robert A. Harootyan); "Work/Second Careers" (Executive Summary and Commentary by David N. Gamse); "Midlife and Older Women: Valuable Resources for Today's Workforce" (Rubie G. Coles); "U.S. Labor Market Trends and Prospects for Older Workers" (Judith C. Hushbeck); "Innovative Programs for Older Workers at a Time of Labor Force Uncertainty" (Robert Levin); "Second Careers: New Challenges, New Opportunities" (Clarence William Patten); "Contingent Work Options: Promise or Peril for Older Workers" (Paul Rupert); "Still Working?" (Caroline Bird); "Work and Second Careers" (Sally Coberly); "Days Inns Recruits Older Workers" (Shira Miller); "My Reincarnation Is in My Audience" (Herman W. Pollack); "Bank of America--An Advocate for Older Workers" (Beverly Fuentes); "Services for Older Workers: Observations on Research and Programmatic Needs" (Denis Gray, Katherine A. Grant); "Utilizing Individual and Personal Resources" (Yoji Ozaki); "Making Resourceful Aging a Reality: A Case for a National Older Worker Employment Policy" (Sara E. Rix); "Senior Environmental Employment Program" (John Ropes); "Creating a Vision" (David Gillette); "Involving Older Persons in the Labor Force: An Agenda for the Future" (Jeanne M. Hogarth); and "Finding the Right Fit: Older Workers and the Emerging Economy" (Kathy Sisco). A directory of 25 programs and resources is included, as are the tables of contents of the other 4 conference volumes. (KC)

ED 344 041 CE 060 809

Resourceful Aging: Today and Tomorrow. Conference Proceedings (Arlington, Virginia, October 9-10, 1990). Volume V. Lifelong Education.
PUB DATE- Oct 90
NOTE- 140p.; For related volumes, see CE 060 806-808. Volume I, Executive Summary, duplicates material in the other volumes and is not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Literacy; Adult Programs; *Adult Students; Aging (Individuals); Alternative Teacher Certification; Community Colleges; Community Services; Computer Uses in Education; Continuing Education; *Demography; Educational Needs; *Futures (of Society); Independent Study; *Lifelong Learning; Literacy Education; *Older Adults; *Resources

This document contains 20 papers on lifelong education presented at a conference on aging. The papers, grouped into themes of trends and implications, resourceful roles (students and learners, teachers and mentors) and an agenda for the future,

NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Community Programs; Demonstration Programs; *Early Parenthood; Employment Potential; *Federal Legislation; Federal Programs; High Schools; Incentives; Job Skills; *Job Training; Pregnant Students; Program Implementation; Public Policy; Social Responsibility; State Programs; *Unwed Mothers; *Welfare Recipients; Welfare Services; Youth Problems; Youth Programs
IDENTIFIERS- Aid to Families with Dependent Children; *Family Support Act 1988

Meeting highlights and a background briefing report are provided from a policy seminar, one in a series of monthly staff seminars titled "Family Centered Social Policy: The Emerging Agenda." The highlights summarize remarks by three panelists. Alan Hershey describes the Teenage Parent Demonstration in New Jersey and Illinois and addresses the operational lessons emerging thus far. Jodie Levin-Epstein bases her remarks on the Center for Law and Social Policy's monitoring and surveying of various states' implementation of the teen parent provisions of the Family Support Act. Paul Offner discusses employment programs for teen parents in Wisconsin and Ohio. An outline of points in the discussion concludes the highlights. The background briefing report begins with a look at the data and research that helped shape the welfare reform legislation. It then describes briefly community, statewide, and federal demonstration programs that have been exploring various ways to help teen mothers complete school and enter the labor force. It discusses what these programs are learning about the problems and circumstances teen mothers face. Key provisions of the Family Support Act are outlined, and some implementation issues with which states are dealing are discussed in light of the demonstration programs' experience. A list of 35 selected references are appended. (YLB)

ED 344 059   CE 060 858

Dufresne-Tasse, Colette
Adult Epistemic Behavior at the Museum: Implications for Museum Education.
SPONS. AGENCY- Montreal Univ. (Quebec).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992). Research funded by the Fonds pour la formation de chercheurs et l'aide a la recherche of the Quebec Government.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Andragogy; *Cognitive Processes; Epistemology; Exhibits; *Lifelong Learning; *Museums

A study attempted to describe visitors' psychological functioning while viewing museum exhibits. The research was designed to enable a comparison of psychological functioning as viewed by subjects and a researcher. Two sets of data were gathered, the first with 45 visitors (men and women, 25-65 years of age, with various educational levels) to a natural history museum and the second with 90 similar visitors to a fine arts museum, a museum of history and ethnology, and a museum of natural sciences. The two sets of data were gathered by researchers by following

Technical School; Restaurant Business Magazine; Restaurants and Institutions magazine; University of Illinois; University of Massachusetts; Arbor Incorporated; Guest Quarters Suite Hotels; and Division of Adult Education and Literacy, U.S. Department of Education. Each listing may include the following: organization name, acronym, description, address, and telephone number. Attached is a newsletter article reviewing a report commissioned by the U.S. Department of Labor entitled "Workforce 2000: Work and Workers for the 21st Century." (NLA)

ED 344 078 CE 060 900

Health Care Industry. Workforce & Workplace Literacy Series.
PUB DATE- 15 Mar 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Collected Works - Serials (022)
DESCRIPTORS- Adult Literacy; *Basic Skills; Grants; *Health Occupations; *Hospitals; Job Skills; Job Training; National Organizations; Program Development; Technical Assistance
IDENTIFIERS- *Workplace Literacy

This brief gives an overview of the topic of workplace literacy in the health care industry and lists program contacts. The following 35 organizations operate basic skills upgrading programs for health care workers: American Hospital Association; Chinese American Civic Association; Massachusetts Department of Employment and Training; BostonWorks; Continuing Education Institute; Consortium for Worker Education; Health and Hospital Workers Union District Council 1199; Service Employees International Union Local 144; City University of New York; Patient Learning Associates; National Heart, Lung, and Blood Institute; Boston Private Industry Council; University of New England; Division of Adult Education and Literacy, U.S. Department of Education; Kanawha County Adult Basic Education Program (West Virginia); National Cancer Institute; Push Literacy Action Now; Blue Cross/Blue Shield of Kansas City; Washington Hospital Center; Brigham and Women's Hospital; Children's Hospital (Washington, D.C.); Greater Southeast Community Hospital; PAVE, The Education and Training Foundation; Middlesex Community College; New Mexico State University; Philadelphia Hospital and Health Care District 1199C; American Optometric Association; University of Arizona; Center for Literacy; Lafayette Adult Reading Academy; Long Island University; Clara Maass Medical Center; Massachusetts Department of Health and Hospitals; New York State Psychiatric Institute; and University of New Mexico. Each listing may include the following: organization name, acronym, program description, address, and telephone number. Nine annotated references are included. (NLA)

ED 344 079 CE 060 901

The U.S. Commercial Motor Vehicle Safety Act of 1986. Workforce & Workplace Literacy Series.
PUB DATE- Oct 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - General (140)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Basic Skills; *Competency Based Education; Daily Living Skills; English (Second Language); Needs Assessment; *Program Administration; Program Development; *Program Implementation; Recordkeeping; Referral; Staff Development; Student Evaluation; Student Placement; Student Records; Student Recruitment
IDENTIFIERS- 353 Project; Maryland

This guide provides materials related to the management of the Maryland Adult Performance Program (Project MAPP). The Project MAPP model is comprised of assessment, instruction, management/guidance, and staff development components. Section I provides the rationale for this competency-based educational delivery system for adult learners enrolled in adult basic education (ABE) programs. Section II presents information on and forms for the program components. Topics include philosophy/program purpose, time flexibility, staff development and needs assessment forms, student recruitment, integration of student activities, reporting, and evaluation. Section III describes 12 recommended activities that should occur with students during intake, instruction, and exit. The charts provided may be used to evaluate whether and to what extent each activity is in place; each focuses on one student-related activity. The activity description includes a rationale, consideration questions, standards, and implementation checklist. Activities are as follows: orientation, identifying student data, placement, reviewing student data, diagnosis forming a mutually designed learning plan, active learning, monitoring student progress, exit level, completion, withdrawal, and referral. Section IV contains an administrator's overview, an ABE instructor's overview, and an English-as-a-Second-Language instructor's overview (materials and forms) of program procedures. Lists of basic skills and life skills competencies follow. Appendixes include a glossary, project history, 30-item bibliography, and personnel directory. (YLB)

ED 344 097 CE 060 932

Project MAPP. The Vocabulary Booklet # 1. Implementing the Instructional Program: A Competency-Based Adult Education Learning System.
PUB DATE- 89
NOTE- 148p.; For other Project MAPP (Maryland Adult Performance Program) documents, see CE 060 931-933.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Basic Vocabulary; *Competency Based Education; *Daily Living Skills; Learning Activities; Reading Comprehension; Reading Skills; Sight Vocabulary; Visual Aids; *Vocabulary Development; *Vocabulary Skills; Word Lists
IDENTIFIERS- 353 Project; Dolch Basic Sight Vocabulary; Maryland

This booklet is intended to help adults master the basic and life skill vocabulary needed to meet the simple communication demands of daily life. It is designed to assist adult basic education (ABE) teachers in the implementation of a competency-based learning system that emphasizes the integration of basic and life skills learning. The booklet provides resources to

Cross-Cultural Counseling and Neurolinguistic Mirroring: An Exploration of Empathy, Trustworthiness, and Positive Interaction with Native American Adolescents.
PUB DATE- Mar 91
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Baltimore, MD, March 27-30, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *American Indians; *Counseling; *Counseling Effectiveness; *Counseling Techniques; *Counselor Client Relationship; Credibility; *Cross Cultural Studies; Empathy
IDENTIFIERS- *Neurolinguistic Mirroring

The quality of the therapeutic relationship is a prime consideration in counseling and psychotherapy. Good rapport in the counseling relationship has consistently been associated with beneficial changes. This study examined the effects of neurolinguistic mirroring versus non-mirroring of selected nonverbal behaviors on empathy, trustworthiness, and positive interaction in a cross-cultural setting. Choctaw adolescents (N=60) between 14 and 19 years of age were randomly assigned to experimental and control groups. Two Caucasian female counselors mirrored and non-mirrored equal numbers of subjects for 10 minutes. Each dyad was videotaped. Data were collected by using the revised empathy scale of the Barrett-Lennard Relationship Inventory and the trustworthiness dimension of the Counselor Rating Form to assess the degree of empathy and trustworthiness as perceived by the subjects. Each videotaped dyad was rated with the Leathers Non-verbal Feedback Rating Instrument. The findings suggest that mirroring of kinesics enhances clients' perceived empathy, at least with adolescents of a different culture than their counselors. The significance of these mirroring meta-tactics lies in the fact that they may be helpful in both mono- and cross-cultural counseling. In the presence of barriers between the clients and the counselors relating to differences of languages, world views, values, and a host of other factors, this technique may prove effective in the initial stages of counseling. (Author/LLL)

ED 344 115 CG 024 107

Broder, Michael S.
Enhancing Cognitive Behavioral Therapy's Effectiveness with Men.
PUB DATE- 16 Aug 91
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Cognitive Restructuring; Counseling Effectiveness; Counseling Techniques; *Males; *Sex Role; *Sex Stereotypes

Until recently, most of the emphasis on the understanding of sex roles has focused on how sexist attitudes and sex role stereotypes affect women. Often times men are the objects of stereotypical thinking, which results in certain assumptions about masculinity that can prove to be self-defeating and destructive to relationships on all levels. Male sex role stereotypes affect therapeutic issues in numerous ways.

ED 344 134 CG 024 127

Shilo, Amy Muchnick; Kelly, Eugene W., Jr.
Individualism, Social Commitment, and Gender: Interactional Effects in Counseling Practice.
PUB DATE- Mar 92
NOTE- 25p.; Paper presented at the Annual Conference of the American Association for Counseling and Development (Baltimore, MD, March 27-30, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; High Schools; Humanitarianism; *Individualism; Sex Differences; Social Values; Teachers
IDENTIFIERS- *Social Commitment

Individualism and social connectedness served as the general context of this study. The focus was on the interpersonal realm and the effects of individualism on process and outcome in counseling and therapy. Specifically, this research explored the relationship in counseling of individualism, which credible evidence suggests is the predominant therapeutic attitude, to social commitment, which includes the explicit exploration and consideration of the social responsibilities and relational obligations of the individual. Subjects (N=113) for this study were drawn from the faculty and staff of a large suburban high school in metropolitan Wahsington, D.C. The subject sample included 69 females and 44 males. Three different data-collecting instruments were used: a demographic data sheet, the Individualism-Collectivism Scale, and a counseling approach-preference measurement instrument developed by the researchers for the purposes of this study. Vignettes were presented of counseling problems, and two approaches were provided for solutions operationalizing the constructs of individualism and social commitment. Results indicated a preference for a socially committed approach to counseling. This result, in conjunction with Kelly and Shilo's (1991) previous finding that client-subjects did not differentially rate the effectiveness of counselors offering individualistically and socially committed approaches to counseling, reinforces the suggestion that a socially committed approach to counseling is as acceptable as an individualistic approach. Results of this study indicated no significant difference between men and women regarding personal orientation or preference. (LLL)

ED 344 135 CG 024 128

Horowitz, Jordan E.
Evaluating a Student Assistance Program (SAP) as Part of a Larger Prevention Effort: Growing Up Well.
PUB DATE- 21 Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Students; *Evaluation Methods; *Prevention; *Program Evaluation; Substance Abuse

Problems

This report assesses the societal costs of substance abuse--especially cocaine and crack addition--and dropping out of school. It is organized around three themes: (1) the impact of cocaine and crack abuse in terms of crime, public spending, and lost productivity; (2) policies that move addicts away from crack; and (3) policies that reduce the high school dropout rate. Based on extant literature, the report quantifies a bottom-line cost of drug abuse to have been between $60.4 billion and $124.9 billion in 1988, a figure that reflects the costs of health care, economic loss, and law enforcement relating to substance abuse. Impact also is assessed in terms of private and social issues. In evaluating the success of policies that have effectively moved addicts away from drugs, important questions concerning criteria for success, motivation for drug use, and addiction are explored. Law enforcement, treatment, educational, and prevention policies are evaluated. The current literature on testing, outpatient treatment, and peer programs to reduce the motivation toward drug abuse and to move addicts away from cocaine and crack is reviewed. In response to the issue of dropout prevention, the report recommends a rethinking of the structure of high schools within a collaborative context involving parents, schools, and communities. Included in the report are a working bibliography and a community service booklet that deals with the issues of this report on a local community level. (NB)

ED 344 154   CG 024 147

Steward, Robbie J.; And Others
Counselor-Trainees' Use of Microcounseling Skills and Raters' and Client's Perceived Expressed Empathy: An Investigation of Cross-Cultural Counseling Process.
PUB DATE- 3 Jun 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Counseling Techniques; *Counselor Client Relationship; Counselor Educators; Counselor Qualifications; *Counselor Training; *Cultural Awareness; *Empathy; Graduate Students; Higher Education; Racial Differences
IDENTIFIERS- *Client Attitudes; *Cross Cultural Counseling

While empathy has been defined as the single most important dimension in establishing a counseling relationship, no studies have clearly defined what counselor responses are perceived as empathic by African American clients. For clients in general, the use of Ivey and Authier's microcounseling attending and influencing skills has been found to increase levels of perceived empathy. This study was conducted to examine the relationship between the level of perceived empathy by an African-American male client and the use of Ivey and Authier's microcounseling skills by 14 counselor trainees. In addition to the African-American client, one white male and one white female graduate student rated perceived empathy as expressed by the counselor trainees. A comparison of ratings between the client and the raters revealed no significant relationship between the white male rater and the African-American male client. There was a significant and positive relationship between the ratings of the white female rater and the client. The findings, in part, supported earlier studies suggesting that the presence of Ivey and Authier's microcounseling skills alone insures higher levels of perceived expressed empathy by judges. None of Ivey and Authier's microcounseling skills, parents in helping adolescents with their health problems. Comments by these panelists is summarized: Judy Areen, dean, Georgetown University Law Center; Barbara Popper, founder and board member of Children in Hospitals, Inc. and resource specialist at the Federation for Children with Special Needs; Vernon Oakes, professor of marketing at Howard University, and member of Toughlove; and Naomi Karp, second vice-president, Federation of Families for Children's Mental Health, and partner in Family and Integration Resources. These topics, discussed at the seminar, are summarized: (1) exceptions to the parent consent presumption; (2) parent notification in minors' abortion; (3) issues in health care for special needs adolescents; (4) Toughlove and Toughlove for minorities; and (5) the Federation of Families for Children's Mental Health. A background briefing report is also included which contains information about the special challenges of adolescent treatment; a legal framework; difficult clinical dilemmas; parents' roles in adolescent health and medical treatment; chronic physical illness and disability; the contribution of the parent movement; the role of public policy; and selected parent self-help organizations. (40 references) (LLL)

ED 344 173 CG 024 166

Ooms, Theodora; Owen, Todd
Encouraging Unwed Fathers To Be Responsible: Paternity Establishment, Child Support and JOBS Strategies. Meeting Highlights and Background Briefing Report. Report of a Family Impact Seminar (Washington, D.C., November 16, 1990).
SPONS. AGENCY- Consortium of Family Organizations.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Support; *Fathers; *Illegitimate Births; Legal Responsibility; *Parent Responsibility; Program Effectiveness; Public Policy
IDENTIFIERS- Paternity Establishment; *Unmarried Parents

This report presents highlights of a seminar which focused on encouraging paternal financial responsibility. Comments by these speakers are summarized: Pamela Holcomb, a research associate at the Urban Institute; Esther Wattenberg, a professor at the School of Social Work and research fellow at the University of Minnesota; Bernardine Watson, director of the Individual and Family Support Unit, Public/Private Ventures (P/PV), Philadelphia; and Fred Doolittle, assistant director of research, Manpower Demonstration Research Corporation, New York. These topics, discussed at the seminar, are summarized: (1) the variety of organizations involved in paternity establishment practices; (2) local paternity establishment practices; (3) innovative practices and barriers; (4) barriers to effective paternity establishment; (5) public education and outreach; (6) results of a study of young unwed parents; (7) a site employment and training program designed to offer young fathers a variety of services to help them to fulfill their financial and other parenting responsibilities; and (8) a project whose goal was to test new ways to increase the earnings of unwed/non-custodial parents and to have that translate into increased support for children. A background report is also included which defines terms and discusses trends in out-of-wedlock births; paternity establishment; characteristics of unwed fathers; employment and responsibility

Davis, Wesley K.
Neurolinguistic Annotated Bibliography (Brain Research and Language Function) with Implications for Education.
PUB DATE- 85
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Brain Hemisphere Functions; Higher Education; Language Arts; *Language Processing; *Neurolinguistics
IDENTIFIERS- *Brain Research; Educational Issues

This bibliography presents annotations of 91 journal articles, books, chapters in books, and conference papers dating from 1967 to 1984 concerning neurolinguistics, language processing, and educational implications of brain research. The annotated bibliography includes eight items on neuroanatomy and language function; 20 items on neurolinguistics in language processing and production; 34 items on hemisphericity and language function; and 29 items on educational implications of brain research related to teaching the language arts in reading, writing, and oral communication. (Nine figures are included.) (RS)

ED 344 193 CS 010 904

Reading Inservice Guide for English Language Arts and TAAS.
PUB DATE- 90
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *English Instruction; Inservice Teacher Education; *Language Arts; Reading Processes; *Reading Programs; Reading Tests; Reading Writing Relationship; State Standards
IDENTIFIERS- *Texas Assessment of Academic Skills

This guide is intended as a basis for an inservice presentation by education service center and school district workshop presenters, to help a school district ensure that its English language arts and reading programs address the new Texas Assessment of Academic Skills (TAAS) test. Suggested reading and writing activities are included throughout the document, as are numerous transparencies (also usable as handouts) which can be utilized as guides for discussion or examples for strategies. Following an introduction describing how to use the guide, the guide is organized into six topics: (1) Introducing the New Reading Test; (2) The Reading Process; (3) The Reading/Writing Connection; (4) Promoting a Literary Environment; (5) Informative Passages; and (6) Teaching Text Structure. Seventy-three references are attached. (SR)

ED 344 194 CS 010 905

Yumori, Wendie C.; Tibbetts, Katherine A.
Practitioners' Perceptions of the Transition to Portfolio Assessment.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English

are independent from writing performance; and (4) working with the WP2 appeared to create a zone of proximal development for students in a relatively short time (effects with), but for students to be able to internalize the type of support provided by the computer (effects of), it is likely that more time is needed. (Four tables are included; 20 references and 2 appendixes--a scoring rubric and examples of examples of metacognitive questions asked by the WP2--are attached.) (RR)

ED 344 213   CS 213 258

Barling, Gregory J.
"Who Is My Audience?": Speech-Act Theory and the Composition Classroom.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented a..." (150)
DESCRIPTORS- *Audience Awareness; *Freshman Composition; Higher Education; Letters (Correspondence); *Peer Evaluation; *Speech Acts; Teacher Role; Writing Evaluation; *Writing Improvement; Writing Strategies
IDENTIFIERS- *Purpose (Composition); Speaking Writing Relationship

Students may forget that writing involves a relationship between writer and audience--a relationship foregrounded by speech act theory. The writer should focus on what the audience is to be led to see about the subject. To be distinguished are "locution" (saying something), "illocution" (performance of an act in saying something, as in interrogation or the declaration of a verdict), and "perlocution" (the achievement of certain effects by saying something). A composition teacher may address such ideas by encouraging student writers to ask: (1) Who is my audience?; (2) What am I saying?; (3) Why am I saying it?; and (4) How am I affecting my audience, the reader? Experience in the college composition classroom illustrates that peer review and teacher comments help students grow more sensitive to the need to communicate with an audience and to anticipate its responses. Furthermore, assigning students to write letters about issues of concern to them sharpens the student writers' audience awareness. By keeping questions about the reading audience and the purposes for writing in mind, students realize the practical implications of speech act theory. (SG)

ED 344 214   CS 213 259

Dvorak, Jack
Secondary School Journalism in the United States. Indiana High School Journalism Institute Insight. Research Report.
PUB DATE- Apr 92
NOTE- 11p.; Type in tables and figures may be too small for legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; High School Students; *Journalism; *Journalism Education; National Surveys; *School Newspapers; School Surveys; Student Publications; *Yearbooks
IDENTIFIERS- Journalism Research

A study investigated media-related activities in U.S. secondary schools. A seven-page survey was completed by 834 high school field, but instead to any number of competing, ideologically charged metacommentaries. The "problem with practice" refers to its own socially complex and temporally diffuse nature. Applications of theory to practice often are unsatisfactory because they confront (or fail to confront) the problematic site of text production and consumption that is the composition classroom. There are five pitfalls which such applications have succumbed to: (1) many so-called "applications" of theory are not concrete and therefore not applications at all; (2) many applications favor literary scholarship's predilection for textual analysis; (3) extended, even exhaustive expositions of theories frequently result in few if any concrete applications; (4) painting a picture of disempowered students oppressed by a draconian institution seems disingenuous; and (5) too much responsibility is heaped onto the instructor, who becomes a sort of puppet master. For composition teachers enamored of theory, a whole body of research exists that descriptively renders the writing behaviors of classes as discourse communities utilizing collaborative interactions. Theorists should present a rich, concrete amount of descriptive data to undergird their arguments, as exemplified by Patricia Harkin's essay in "Contending with Words." In this way, the teacher as theorist can begin the move to becoming the much more relevant and productive teacher as researcher. (HB)

ED 344 234 CS 213 303

Hoff, Katharine T.
WAC Politics: Winning Friends and Influencing People.
PUB DATE- 20 Mar 92
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Cooperation; Higher Education; Interdisciplinary Approach; *Politics of Education; Program Administration; Program Descriptions; Program Implementation; *Writing Across the Curriculum
IDENTIFIERS- Rider College NJ

Writing Across the Curriculum (WAC) programs can become institutionalized by recognizing resources and accommodating to what is a matter of programmatic self-interest. Rider College in Lawrenceville, New Jersey (a mid-size, private comprehensive institution) has established a program to train faculty in WAC. Suggestions that may be useful to those beginning or struggling to institutionalize WAC programs include: (1) select WAC leadership cannily; (2) situate the program advantageously in the institutional structure; (3) get a separate budget; (4) recruit WAC participants strategically; (5) make common cause with compatible programs and valuable persons; (6) advertise shamelessly; (7) formulate program goals consistent with constituents' goals and overall institutional mission by appealing to individual faculty and entering into partnerships with other departments to work toward school goals. The results of campus-wide dialogues on WAC at Rider College have been so successful that, together, WAC staff, the English department, and the joint college-wide faculty/administration core curriculum committee have recommended that WAC be formally institutionalized by having writing requirements for graduation embedded in the disciplines and across the disciplines. (RS)

(RS)

ED 344 253 CS 507 773

Morreale, Sherwyn P.; And Others
The Competent Speaker: A Short Course on Assessing Public Speaking Competence.
PUB DATE- Oct 91
NOTE- 53p.; Papers presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Sophomores; Communication Skills; Higher Education; Models; *Public Speaking; *Student Evaluation; *Test Construction; *Test Content; Testing; Test Reliability; Test Validity

This collection contains four papers that were presented as part of a short course delivered at the 1991 annual meeting of the Speech Communication Association. The papers discuss various aspects of the development and use of "The Competent Speaker," a public speaking assessment instrument designed for the college sophomore level. The papers and their authors are as follows: "'The Competent Speaker' Assessment Instrument: Its Nature and Rationale" (Michael R. Moore and Conrad C. Awtry); "The Competent Speaker Assessment Instrument: Uses and Logistics for Administration" (Sherwyn P. Morreale and K. Phillip Taylor); "The Competent Speaker Speech Performance Evaluation: A Rasch Analysis" (Donna Surges Tatum); and "'The Competent Speaker': Development, Reliability, and Validity of a Communication-Competency Based Speech Evaluation Form" (Donald D. Morley and others). (SR)

ED 344 254 CS 507 776

Rao, Shakuntala
Contemporary Orality: A New Theory for Understanding Speech.
PUB DATE- Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; Ethnography; Foreign Countries; *Illiteracy; *Oral Language; *Speech Communication; Theories
IDENTIFIERS- *India (Delhi); *Knowledge

An ethnographic study examined illiterates and their understanding of literacy. The theoretical background of the study is based on the thesis of "contemporary orality": that India is a fundamentally oral culture that retains all the characteristics of primary orality (Walter Ong's term) through the use of speech as the dominant medium of communication. Twelve subjects from Delhi, India were interviewed to determine their organization and application of knowledge. Results indicated that the illiterates find: (1) knowledge as synonymous with being skillful; (2) knowledge as interactional versus manual; and (3) knowledge as hierarchical versus convenience, and cost-effective oral communication instruction, practice, and evaluation for students throughout the university. (Thirty-three references are attached.) (HB)

ED 344 273   CS 507 811

Jones, Kevin T.
"One More Time, Let Me Justify This War": An Analysis of President Bush's Declaration of Days of Thanksgiving.
PUB DATE- Oct 91
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discourse Analysis; *Presidents of the United States; Public Speaking; *Religious Factors; Rhetorical Criticism; War
IDENTIFIERS- *Bush (George); Controversial Topics; Gulf War; *Rhetorical Strategies

President Bush's declaration of April 5-7, 1991 as National Days of Thanksgiving is a unique example of Presidential civil religious discourse: no other President has ever made such a declaration to thank God for a victory in war. Whether he intended to or not, President Bush engaged in a rhetorical form which allowed him to manipulate a very controversial issue. Bush selected dialogue uncharacteristic of his rhetorical style but which mirrored previous Presidential civil religious discourse of other eras. By placing this rhetorical strategy onto the genre of Presidential post war rhetoric, Bush capitalized on a national mentality and extended his justification for decisions concerning the Gulf War. Future Presidents need only use some Bible verses and theological language to show to the American people that a certain issue was God's will. Any disapproval of that action would be unAmerican. (The text of the Declaration of National Days of Thanksgiving is included.) (RS)

ED 344 274   EA 023 444

Prager, Karen; And Others
A Framework for School Restructuring. Issues in Restructuring Schools, Report No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Cooperation; Elementary Secondary Education; Evaluation Criteria; *Organizational Change; *Participative Decision Making; *School Based Management; School Organization; *School Restructuring
IDENTIFIERS- *Wisconsin (Milwaukee)

An indepth analysis of critical issues in school restructuring is provided in this first of a series of reports. The first article, by Karen Prager describes selected aspects of school restructuring in a Milwaukee, Wisconsin, elementary school and illustrates how school-based management can articulate school vision and support teacher cooperation. In the next two government to private-sector support. In the 1990s, the future of educational planning depends on each nation's context; each nation should modify its outlook by developing scenarios; understanding the link to social and economic contexts; and designing pragmatic and operational plans. Six conditions for improving the feasibility of educational planning are outlined and include the following: (1) methods should be consistent with objectives; (2) training should be extended to all who are involved in the planning process; and (3) evaluation should be based on regularly collected data. Information on the International Institute for Educational Planning's (IIEP) purpose and members is included. (LMI)

ED 344 294   EA 023 847

Hallak, Jacques
Education for All: High Expectations or False Hopes?
PUB DATE- 91
NOTE- 33p.; Paper presented at the Conference on "Primary Education Pre-Jomtien" (London, England, United Kingdom, May 7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Agency Cooperation; Educational Cooperation; Educational Demand; *Educational Objectives; *Educational Opportunities; Elementary Secondary Education; *Equal Education; Foreign Countries; *Government Role; *International Cooperation
IDENTIFIERS- *World Conference on Education for All

Although the World Conference on Education for All, held in March 1990 in Jomtien, Thailand, fostered international consensus on educational goals and raised expectations, obstacles to successful achievement of education for all (EFA) must be identified. This paper describes the five most important obstacles--political factors, economic/financial factors, lack of demand for education, weak managerial capabilities, and inertia in the current educational system. A conclusion is that the Jomtien conference underlined the social responsibility and international commitment necessary for EFA. Recommendations are made to consider political and economic factors in context and to avoid overemphasis on increasing the supply of educational services. Other suggestions include recognizing the time factor and defining the roles of national governments and international agencies. The appendix describes educational initiatives taken one year after the conference and provides information on the International Institution for Educational Planning (IIEP) members and publications. (3 references) (LMI)

ED 344 295   EA 023 850

Reisert, John E.
Public School Principals' Perceptions of Selected External Factors Affecting Job Performance.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Administrator Role; *Community Influence; Elementary Secondary Education; Expectation; *Federal Legislation; Job Performance; *Leadership Styles;

Carolina high school in 1987 are described in this paper. The Lead Teacher Model restructured the decision-making processes for both resource allocation and school scheduling. At the Alpha County High School, eight elected lead teachers taught part-time and, in addition assisted the principal in decision making and acted as support to their peers. The methodology for this case study was based on participant observation; interviews with the principal, 18 lead teachers, the school staff, 6 parents, and an unspecified number of students; and analysis of accountability reports. Five factors were identified for restructuring success: school culture, change, leadership, professionalizing the work environment, and improving learning opportunities and student outcomes. Outcomes included improved student opportunities and outcomes, staff morale and effort, and distinctive administrative and teacher leadership. Three tables are included. (17 references) (LMI)

ED 344 315 EA 023 887

Daresh, John C.; Playko, Marsha A.
A Method for Matching Leadership Mentors and Proteges.
PUB DATE- Apr 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, April 4-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Teacher Induction; Collegiality; Elementary Secondary Education; *Interpersonal Relationship; *Leadership Styles; *Mentors; Personality Measures; *Professional Development; *Staff Development

A method for matching leadership mentors with beginning teachers is described in this paper, with emphasis on personality types and psychosocial characteristics. A review of literature on guide matching concludes that research is inconclusive and that matching is often based on availability. Five fundamental assumptions of the personnel matching approach are then outlined. Four mentor-protege styles are described: supportive, directive, facilitative, and scientific. An instrument, which is an adaptation of the Sayers-Kirsch Leadership Matrix (1978), is being developed and pilot tested for the placement of individuals into one of the four groupings. A conclusion is that mentoring is not dependent upon participants' sharing similar leadership styles, but upon the ability to build upon sameness or difference. A behavioral characteristics rating form is included. (LMI)

ED 344 316 EA 023 888

Bray, Mark
Making Small Practical: The Organisation and Mangement of Ministries of Education in Small States.
PUB DATE- 91
NOTE- 128p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Foreign Countries; *Long Range Planning; *Organization; *Politics of Education; *Public Administration; State Departments of Education
IDENTIFIERS- *Small Countries

experiencing sustained economic decline. (11 references) (Author/MLH)

ED 344 336 EA 023 913

Moore, Deborah P., Ed.
Guide for Planning Educational Facilities. Planning Guide.
PUB DATE- 91
NOTE- 244p.; For an earlier edition, see ED 276 087.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Architectural Character; Budgeting; Building Conversion; *Campus Planning; Capital Outlay (for Fixed Assets); College Buildings; Construction Programs; Contracts; Design Requirements; Educational Equipment; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; *Facility Requirements; Higher Education; Land Use; Professional Personnel; Site Development; Site Selection; Space Utilization

A looseleaf format allows for the easy addition of annual updates to this practitioner's handbook for planning educational facilities from the conception of needs through occupancy and use. Each unit contains numerous photographs, drawings, and figures that illustrate the contents. Unit subjects are as follows: historical perspectives; planning resources; developing a master plan; the planning professionals; educational specifications; the site; spaces for learning; auxiliary spaces; environment for learning; equipping the facility; project budget and cost control; financing the capital program; the construction program; renovation, alteration, conversion; orientation and postoccupancy evaluation; college and university planning; and buying, selling, leasing. A two-page index is appended. (MLF)

ED 344 337 EA 023 914

Hawkins, Harold L.; Lilley, H. Edward
Guide for School Facility Appraisal.
PUB DATE- 92
NOTE- 114p.; Supersedes ED 270 899.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Building Design; Building Plans; Educational Environment; *Educational Facilities; Elementary Schools; Elementary Secondary Education; *Evaluation Criteria; *Facility Guidelines; *Facility Requirements; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; School Maintenance; Site Analysis

There are several reasons why appraisals of school sites are necessary--the reasons run the range from the importance of performing a postoccupancy review to examining the need for new facilities. This guide helps educators and community leaders, as well as technical experts in school facilities, to complete the process of school facility appraisal. The appraisal criteria are categorized into six areas: (1) the school site;

disabilities in their homes. The study found that 50 percent of the families reported a recent, serious crisis situation that had threatened out-of-home placement. The most frequently stated service need in all groups was for respite care, followed by special education, counseling, and information. Values such as normalization and community integration were desired. Emotional support from other parents was a key to coping. Parents believed that crises were most often caused by the child's behavior and needs, and second most often caused by the system. Each disability group had a somewhat different perspective on the general qualities most important to their relationship with professionals. Parents recognized the importance of a coordinated, holistic system of care. Parents (especially of children with emotional disorders) often felt blamed and criticized by professionals, and expressed dismay at having to be such strong self-advocates to professionals. Implications for policy and practice are spelled out. (14 references) (JDD)

ED 344 357 EC 301 083

Petr, Christopher G.; Pierpont, John
Report on Children's Mental Health Reform in Minnesota.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); *Accountability; Change Strategies; Community Programs; *Delivery Systems; *Emotional Disturbances; Family Programs; *Mental Health Programs; Program Development; *Program Effectiveness; Program Evaluation; Psychiatric Services; *State Legislation; State Programs
IDENTIFIERS- *Minnesota

This study, which collected data through interviews and document review, was designed to identify strengths and weaknesses of Minnesota's Comprehensive Children's Mental Health Act (CCMHA) of 1989 and its implementation through December 1990. Three criteria for mental health reform were established for the study, including: care should be community-based and family-centered; a full range of affordable, coordinated services should be provided; and accountability to processes, outcomes, and consumers should be required. Implementation efforts were assessed relative to the three criteria and in terms of administrative support, funding, and bargaining processes. The study concluded that the strengths of the CCMHA lie in its intended commitment to the community-based value, to a fairly comprehensive range of services, to coordination of services at the state and local level, and to process accountability regarding deadlines for implementation and various reports. The weaknesses of the law's intent center on weak or lukewarm commitment to the value of family-centeredness, to informal services such as respite care, to outcome and consumer accountability, and to affordability through financing schemes. Appendixes list documents reviewed, interview questions, and persons interviewed. (Approximately 30 references) (JDD)

ED 344 358 EC 301 084

Turnbull, H. Rutherford, III; Turnbull, Ann P.
Participatory Action Research and Public Policy.

Reassessment of the low-level group after 20 months of daily therapy showed a significant reduction of protests and noncompliance and an increase in parents' positive feedback. (JDD)

ED 344 376 EC 301 103

Weaver, Constance
Understanding and Educating Attention Deficit Hyperactive Students: Toward a Systems-Theory and Whole Language Perspective.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; Elementary Secondary Education; Environmental Influences; *Etiology; Heredity; *Hyperactivity; Models; Social Influences; Systems Approach; *Teaching Methods; *Whole Language Approach

This paper argues that Attention Deficit Hyperactivity Disorder (ADHD) should be viewed as a dysfunctional relationship between an individual with certain predispositions and an environment which generates certain expectations, demands, and reactions. The paper presents a model in which: ADHD behaviors result from a combination of inherent neurological factors interacting with environmental circumstances and demands; relevant aspects of the individual's inherent biochemical nature may have been determined by either hereditary or environmental factors or both; ADHD behaviors may be alleviated most effectively by attending to both the individual and the environment; and ADHD students will succeed best when teachers and schools try to meet the needs of these students rather than merely trying to fit them into a rigid system, while considering the usefulness of medication. The paper then presents a systems-theory approach to educating ADHD students. Ten ways that whole language classrooms may be particularly beneficial for ADHD students are discussed. The paper also describes additional ways of providing the kinds of structure that ADHD students need, an example illustrating a whole language approach to behavior problems, and low-cost but high-efficiency support services that the school might provide to ADHD students and their teachers. (49 references) (JDD)

ED 344 377 EC 301 104

Fleisch, Brahm
Approaches in the Treatment of Adolescents with Emotional and Substance Abuse Problems. Technical Assistance Publication Series Number 1.
PUB DATE- 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Alcohol Abuse; Counseling; *Delivery Systems; Demonstration Programs; Drug Abuse; *Emotional Disturbances; Epidemiology; Family Programs; Incidence; *Intervention; Models; Program Development; Program Effectiveness; Staff Development; *Substance Abuse

This report reviews the impact of substance abuse and mental offer to assist in the development and implementation of policies and practices regarding human sexuality. The guidelines deal with privacy, sexual expression, access to sexuality education and services, agency responsibilities, staff training, definitions, legal implications, and laws relating to sexuality and persons with disabilities. (JDD)

ED 344 397 EC 301 126

Step by Step: A Guide to Colorado's Developmental Disabilities System.
SPONS. AGENCY- Colorado Developmental Disabilities Planning Council, Denver.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights; Community Programs; Definitions; *Delivery Systems; *Developmental Disabilities; *Eligibility; *Human Services; Resources; State Government; *State Programs
IDENTIFIERS- *Colorado

This guide explains, in simple language, the procedures for utilization of Colorado's developmental disabilities system. It begins with a definition of developmental disability and then explains how to contact a Community Centered Board to determine eligibility for services. The guide outlines the processes of applying for services, receiving services, and ending services; presents a timeline of actions during the application process; describes case management services; describes types of services offered by age; and outlines the conflict resolution process. The guide concludes with a list of the rights of individuals with developmental disabilities; a glossary; an organizational chart of Colorado's developmental disabilities system; and lists of Colorado departments and agencies, statewide organizations, and Community Centered Boards. (JDD)

ED 344 398 EC 301 127

Erickson, Mary
Permanency Planning for Children with Developmental Disabilities. Executive Summary.
SPONS. AGENCY- Colorado Developmental Disabilities Planning Council, Denver.
PUB DATE- Oct 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Agency Role; Children; *Decision Making; Delivery Systems; *Developmental Disabilities; Influences; *Long Range Planning; Parent Attitudes; *Placement; Program Development; *Residential Programs; Respite Care
IDENTIFIERS- Case Management; Colorado; *Permanency Planning (Foster Care)

This report discusses issues regarding the out-of-home placement of children with developmental disabilities and the need for permanency planning for these children. The document reports on a project which sought to: (1) discern practices of Colorado's assessing program goals (which may not correspond to test areas), ceiling effects (an insufficient range of items at the upper end of the continuum), and regression to the mean (a statistical phenomenon which may hide actual growth in achievement). Alternative assessment strategies are then proposed such as locally developed assessment instruments, out-of-level assessment, multiple assessment, assessment in nontraditional areas or in traditional areas using nontraditional means. The issue of standards in gifted program evaluation is discussed noting the effect of national achievement standards on assessing gifted student achievement and changes in grade equivalency scores as standards. Finally, both the use of control groups to determine outcomes and the use of qualitative evaluation strategies are considered. (DB)

ED 344 417 EC 301 146

Weintraub, Frederick J.
Gifted Children: Making the Year 2000 Theirs.
PUB DATE- Mar 92
NOTE- 4p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Quality; *Educational Trends; Elementary Secondary Education; Futures (of Society); *Gifted; Long Range Planning; Outcomes of Education; Political Influences; Special Education; State Programs; Trend Analysis
IDENTIFIERS- Ohio

This concluding chapter notes the changes in education for the gifted in the past 25 years and looks to the future. It notes that preceding chapters have demonstrated that the field of gifted and talented education has a rich history of significant accomplishment, has provided a sound body of knowledge to guide education of these students, and has demonstrated that special educational programming produces better learning in these students. Educators are encouraged to utilize the political spirit of the day to promote gifted education, which at the present time requires emphasizing gifted education's role in helping the United States compete in a global economy. Ohioans are congratulated for coming together and developing a long range strategic plan for gifted education. Positive change in gifted education is seen to require people who are bold enough to take the necessary risks. (One reference) (DB)

ED 344 418 EC 301 147

Ayres, Barbara; And Others
Examples of Curricular Adaptations for Students with Severe Disabilities in the Elementary Classroom. Study Group Series, No. 3.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

in economic decisions. Case studies address: the difference between needs and wants; the consequences of economic choices in the context of limited resources; and the economic roles individuals and nations play in attempting to satisfy unlimited wants. A glossary and resource lists are included. (MSE)

ED 344 435 FL 019 735

From Here to There. Economic Organization Booklet 2. Teacher's Edition=De aqui a alla. Organizacion economica libro 2. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 287p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; Capitalism; Change Strategies; Cultural Context; *Economic Change; Economic Development; *Economics; Games; Learning Modules; Secondary Education; Simulation; Skill Development; Socialism; Social Studies; Thinking Skills

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading, expository writing skills, and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical except for occasional marginal notes in the latter. This booklet focuses on economic systems and factors influencing growth and change. The first case study introduces data about programs for economic development and provides a simulation in which the data are used to analyze causes of growth. The second looks at the influence of culture on three major economic systems (traditional capitalistic, socialistic). The third examines causes and effects of change in an economic system. A glossary and a resource list are included. (MSE)

ED 344 436 FL 019 736

Let's Help Each Other. Economic Organization Booklet 3. Teacher's Edition=Ayudemonos uno al otro. Organizacion economica libro 3. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 295p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

Baylor TX; University of South Carolina; University of Texas Arlington

A questionnaire and interview survey of the coordinators of seven Texas institutions investigated the organizational structure and curricular focus of university intensive English language programs. The institutions included Dallas Baptist University, North Texas State University, Texas A&M University, Texas Wesleyan University, the University of Houston, the University of Mary Hardin-Baylor, the University of South Carolina, and the University of Texas at Arlington. Information from the University of South Carolina was also included. The results are presented in narrative form and include information on the following aspects of program design: governance; objectives; administration and staff; teacher qualifications; membership in professional organizations; teacher orientation; professional development; faculty meetings; teacher evaluation; program evaluation; foreign student populations; male-to-female student ratios; attendance patterns; use of student quotas; difficulties with particular national groups; recruiting; admission requirements; hospitality and orientation; placement and progress testing; program structure; tuition; class size; evening classes and activities; academic credit; electives; special skills courses; English as a Second Language for special purposes; tutoring; language laboratory; scheduling; sociolinguistic, strategic, and discourse competence; availability of resource materials; alumni followup; perceived ideal supportive role of the program; program strengths; and areas for future development. Survey data and questionnaire are appended. (MSE)

ED 344 456 FL 020 112

Ponciano, John
A Paper That Considers Some Common Arabisms in English and Spanish.
PUB DATE- Aug 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Arabic; Contrastive Linguistics; Diachronic Linguistics; *English; *Linguistic Borrowing; Phonology; *Spanish; Uncommonly Taught Languages

Arabic loanwords in English and Spanish are discussed in separate sections, and the two situations are compared and contrasted. In the first section, Arabic loanwords in English are listed, and their history of incorporation and related research are reviewed. Of these, 27 are defined and discussed in greater detail. The second section addresses Spanish Arabisms, focusing on their history and phonological change. A list of common Arabisms is provided and 28 are discussed in more detail. In the third section, differences in the forms of Arabisms acquired in the two languages are examined and areas for further research are noted. Appended materials include a partial list of Arabic words entering English directly or indirectly, organized by century of incorporation; a list of Arabic words ending in -i ; a brief article on Arabic solar and lunar letters; a student exercise using English, Spanish, and Arabic; an exercise on English Arabic loanwords; and a chart tracing the origins of "coffee" and "cafe" from Arabic through several other languages. A 61-item bibliography is included. (MSE)

Education; Decision Making Skills; *Displaced Homemakers; Educational Resources; Females; Mothers; Nontraditional Occupations; *One Parent Family; Postsecondary Education; Self Actualization; *Self Concept; Self Evaluation (Individuals); Sex Fairness; *Sex Role; Sex Stereotypes; Teaching Methods; Transparencies; Womens Education
IDENTIFIERS- National Career Development Guidelines

This 72-hour curriculum is designed to meet the needs of single parents and displaced homemakers who are in the process of planning a career that will enable them to be economically self-sufficient. Nontraditional career exploration and sex-role stereotyping in career choices are addressed in the curriculum, which is based on the Adult Career Development Competencies as taken from the National Career Development Guidelines. A list of competencies and indicators and the time allotted for each is included in the curriculum. The curriculum is organized around 11 competencies that center on three areas; (1) self-knowledge (developing a positive self-concept, maintaining effective behaviors, understanding developmental changes and transitions); (2) career exploration (participating in education and training, lifelong learning, changes in male/female roles, locating and evaluating career information, and how society influences the nature and structure of work); and (3) career planning (decision making, the impact of work on individual and family life, and career transitions). The curriculum units include an overview, instructor notes, instructor resources, activities, and handouts. (KC)

ED 344 005   CE 060 716

Lovelace, Bill E.; LaBrecque, Suzanne V.
A Summary of Reported Policies and Procedures of Institutional Plans for Faculty Development of Postsecondary Technical/Vocational Personnel. Professional Improvement Assessment Project.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 30 Jun 91
NOTE- 32p.; For related documents, see ED 335 551-553.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Educational Needs; Educational Policy; *Faculty Development; Higher Education; Personnel Policy; *Program Evaluation; *Program Improvement; *Vocational Education Teachers
IDENTIFIERS- *Texas

One phase of a five-phase professional improvement assessment project developed a database that identified the professional improvement needs of postsecondary technical/vocational personnel and the policies and procedures of the institutional plans for faculty development in Texas. Following a review of the literature, a questionnaire was prepared and mailed to the coordinator or director of the institutional plan for faculty development of the 70 campuses of the 55 community colleges and technical districts in Texas; 47 of the districts responded (86 percent). The study found that each of the two-year postsecondary institutions had a functional institutional plan for faculty development. Sixty-four percent of the responding institutions used a committee to advise and/or assist with the professional development activities. The data revealed that policies of the institutional plans provided equal requirements and provisions for technical/vocational personnel and all other professional personnel of the institution. The study reached

DESCRIPTORS- Accounting; Architecture; *Career Exploration; Computer Science; *Economic Development; Engineering; Females; High Schools; Law Enforcement; Medicine; Minority Groups; *On the Job Training; *School Business Relationship; School Holding Power; Vocational Followup
IDENTIFIERS- *Kentucky (Jefferson County); *Kentucky (Louisville)

The purpose of the Student Career Introduction Program (SCIP) was to introduce minority and female students to careers in engineering, accounting, architecture, medicine, law, and computer science. In the 1986-87 program year, 30 students (20 females, 10 males) were selected to participate; of these, 14 were minority members (10 females, 4 males). The program was divided into three components: preemployment training, on-the-job training, and post-employment training. The first two program components took place during the school year. The post-employment training took place in June 1978, at a college campus. Eight program results were as follows: 12 companies were added to provide job training; additional career fields were added to serve student career goals; 12 students were hired by job training companies after program completion; 23 participants graduated from high school and enrolled in college; 25 students had a 3.0 or above grade point average; a county resolution was passed requiring companies having contracts with the county to hire SCIP students; a student received a scholarship; and SCIP achieved national recognition. Four recommendations based on the findings were: increase flexibility of student hours; increase hours; improve post-employment training; and add a clerical position. (The following attachments form the bulk of this document: list of 51 SCIP program sites including street addresses and student names/funding; career exploration series schedule; form for post-employment training evaluation by students; publicity materials; the county resolution; 1987 Achievement Award notification letter; and student participant letters.) (NLA)

ED 344 024 CE 060 764

Women in the Workplace. Annual Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 8 Jul 87
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affiliation Need; Cultural Traits; Disadvantaged; *Employed Women; *Females; Males; Nonverbal Communication; Personality Traits; Self Concept; Self Esteem; *Sex Bias; Sex Fairness; Sex Role; *Sex Stereotypes; Values; *Workshops; Young Adults
IDENTIFIERS- Elizabethtown Community College KY

The Women in the Workplace Vocational Education Project, an 8-hour workshop, was presented in fall 1986 to 15 women between 17 and 25 years of age who were enrolled at either Elizabethtown (Kentucky) Community College or Vocational School and who were at or below the poverty level. A spring 1987 workshop, "Sex Bias in the Workplace," included both men and women (N=19). The project explored the effects of learned cultural values and traits on sex bias and stereotyping. The project decreased sex bias using several techniques: controlling nonproductive nonverbal communication, using learned affiliation values, dealing with cultural values, and maximizing personality strengths. According to evaluation include the following: "Demographic Potential and the Quiet Revolution" (Opening Remarks by Robert A. Harootyan); "Education: Key to America's Future (Keynote Address by Robert Maxwell); "Lifelong Education: The Challenge of Change" (Executive Summary and Commentary by Nina S. Feldman); "Older Americans and Federal Vocational and Adult Education Opportunities" (Timothy Halnon); "An Overview of Lifelong Education (James C. Fisher); "Adult Learning and Life Transitions" (Carol B. Aslanian); "Community Colleges in an Aging Society" (Catherine Ventura-Merkel); "Lifespan Development and Lifelong Learning" (Eileen Feuerbach); "The OASIS (Older Adult Services and Information System) Program" (Donna Pedace); "College and University Programs for Older Adults" (Kenneth E. Young); "Project LEEP (Literacy Education for the Elderly Project)" (Bella Jacobs); "Computers for Seniors (Francisca Middleton); "Mentoring Motivates Learning throughout the Lifespan" (Carol H. Tice); "Training Machinists for the 21st Century" (Kenneth A. Kudek); "Alternative Certification for Older Teachers" (C. Emily Feistritzer); "Professors in Retirement: Are We Missing an Important Social Resource?" (Arnold J. Auerbach); "Self-Directed Learning for Older Adults" (Roger Hiemstra); "Becoming Part of Something Bigger than Ourselves" (Robert Morris); "Mentoring and the Roles of Older Citizens" (Michael G. Zey); and "Education for America's Future" (Murry Allen). A directory of 30 programs and resources is included, as are the tables of contents of the other 4 conference volumes. (KC)

ED 344 042 CE 060 813

Vasu, Michael L.; Frazier, Andy
Workforce Preparedness for Economic Development: Report on the 1989 North Carolina Business and Industry Survey.
PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; *Economic Development; Educational Assessment; *Employer Attitudes; Employment Potential; *Employment Qualifications; *Entry Workers; High School Graduates; High Schools; Human Capital; Job Applicants; Job Performance; *Job Skills; Job Training; *Labor Force Development; Literacy; School Business Relationship; Skill Development
IDENTIFIERS- *North Carolina

North Carolina employers were asked to evaluate the skills possessed by graduates of the state's educational institutions. The study also profiled any problems employers had in finding qualified applicants for positions. Baseline data were collected to profile education and training programs provided by employers. A random sample of 2,334 employers was surveyed; 1,150 responded. Results were divided into three areas: skill levels of high school graduates, problems finding qualified applicants, and the widening skills gap. According to the findings, only 53.9% believed that high school graduates have adequate reading skills. Other skills were reported to be inadequate: writing (51.8%), math (48.2%), thinking (40%), and communications (51.2%). Regardless of firm size, a majority of the employers are dissatisfied with the preparedness of high school graduates for entry-level jobs. Much greater satisfaction was expressed with community college and university graduates. On average, respondents report finding 28 of every 100 applicants qualified. Overall, 69.4% perceive a subjects and recording their experiences as they described them, then conducting a structured interview with the subjects in which they describe the visit and how it benefited them. The oral material was typed and studied through content analysis of 12 operations. Some results of the study were the following: (1) the most prevalent psychological operations were taking note of, identifying, and explaining-justifying; (2) cognitive functioning is much more prevalent than affective functioning; (3) visitors who go to museums more frequently understand objects more easily; and (4) visitors' questions reflect a cognitive and emotional engagement that gets blocked when they fail to receive answers. The study concluded that visitors are not passive when they look at exhibits and that this information should be used in the design of museum education. The study also produced an instrument shown to be useful in determining psychological functioning. (KC)

ED 344 060 CE 060 859

Navaratnam, K. K.
Assessment and Maintenance of Standards in Vocational Education Down Under.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); Certification; Competence; Educational Assessment; *Educational Improvement; *Educational Needs; Foreign Countries; Job Skills; *Job Training; Postsecondary Education; Program Evaluation; *Standards; *Student Evaluation; Technical Education; Vocational Education
IDENTIFIERS- *TAFE (Australia)

A study examined assessment of students in the Technical and Further Education (TAFE) systems in Australia with reference to moderation processes and the maintenance of standards. Data were obtained through a multiple case-study technique, using visits to six of the eight major TAFE systems; focus group interviews were held with selected stakeholders in the system. The study found that the six systems use different policies and procedures in the assessment of students. Both internal and external assessment is conducted, and there is no clear systematic effort by TAFE authorities for moderation and maintenance of standards in the training programs. The study revealed that current practices need to be revised because of the following: (1) the development of a major role in assessing and certifying the attainment of job skills along with the associated legal/industrial relations implications; (2) the formalization of articulation arrangements with higher education institutions; (3) the progress toward a national approach to the determination of training standards and certification requirements; (4) the assessment of competencies acquired rather than time spent on training as a basis for certification; (5) the balance between core competencies developed nationally and training designed to meet individual company requirements; and (6) the recognition and assessment of prior learning. The study recommended systematic moderation processes and maintenance of standards through policy action, professional development, networking, and support services to TAFE colleges. (18 references) (KC)

DESCRIPTORS- Adult Education; Adult Programs; *Compliance (Legal); *Driver Education; Federal Aid; *Federal Legislation; *Motor Vehicles; Occupational Safety and Health
IDENTIFIERS- *Commercial Motor Vehicle Safety Act 1986; Highway Safety; *Workplace Literacy

This brief presents summary information about the U.S. Commercial Motor Vehicle Safety Act of 1986, which mandated the Commercial Driver's License Test (CDL); the compliance status of states and drivers to date; and a recently authorized government grants program that will help fund CDL adult education programs. It also provides contacts/references for a sampling of programs and resources that have been developed at the local, state, and national levels to help commercial drivers pass the CDL exam. Nine contacts are included: Indiana Governor's Voluntary Action Program; Real Opportunity for Advancement and Development, Pennsylvania Department of Education; Institute for the Study of Adult Literacy, Pennsylvania State University; Pennsylvania Department of Transportation; Virginia Adult Education and Literacy Resource Center, Virginia Commonwealth University; American Association of Motor Vehicle Administrators; Amalgamated Transit Union; Literacy Skills Partners; and Columbia-Willamette Skill Builders Consortium. Each entry may contain the following: contact name, organization, address, telephone number, and program description. In addition, CDL state information phone numbers are listed. The seven references listed include descriptions and availability information. (NLA)

ED 344 080 CE 060 902

Small Businesses. Workforce & Workplace Literacy Series.
PUB DATE- 1 May 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - General (140),Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adult Literacy; Adult Programs; *Basic Skills; Business Administration; Federal Legislation; Job Skills; Job Training; *Labor Force Development; *Small Businesses
IDENTIFIERS- *Workplace Literacy

This brief presents summary information and contacts/references for a sampling of programs and resources that have been developed to support small business workplace literacy projects. Twenty-two contacts are included: Finger Lakes Regional Education Center for Economic Development; Development Assistance Corporation; Wayne Community College; American Association of Community and Junior Colleges; Cumberland Hardwoods; Winamac Spring Company; Basic Education Skills Training Workplace Literacy Program; Southport Institute for Policy Analysis; National Association of Printers and Lithographers; Bethlehem Area Chamber of Commerce (Pennsylvania); Continuing Education Institute; Normandale Community College; Mississippi Office for Literacy; Illinois Secretary of State Literacy Office; GRASP Adult Learning Center; Quinsigamond Community College; Adult Learning Resource Center; United Electric Controls/Middlesex County Employment and Training (Massachusetts); Work, Achievement, Values, and Education; Virginia Literacy Foundation; Performance Plus Learning Consultants; and American Institutes for Research. Each entry may contain the following: contact name, organization, address, telephone number, and program assist learners in recognizing, expanding, using, and applying relevant vocabulary. Part I provides an overview of the booklet, an article on the role of vocabulary in reading comprehension, and guidelines to facilitate vocabulary development. Part II contains four types of resources: Life Skills Word Lists, Word Patterns Lists, a Sight Vocabulary List, and 50 Vocabulary Activities. The Life Skills Word Lists vocabulary for over 30 life skill competencies, categorized under five general areas: consumer economics, community resources, health, occupational knowledge, and government and law. All vocabulary listed is identified as appropriate for Level I or Level II adult learners. The Word Patterns Lists keys over 100 word pattern lists to life skill vocabulary. The Sight Vocabulary List is the Dolch list of 200 words that are the most basic and/or do not follow phonetic patterns. The 50 Nifty Vocabulary Activities are a series of activities that can be used with most of the life skills, word patterns, or sight vocabulary lists. Copy-ready graphics that complement various activities are provided. (YLB)

ED 344 098 CE 060 933

Project MAPP. The Learning Strategies Sampler # 2. Implementing the Instructional Program. A Competency-Based Adult Education Learning System.
PUB DATE- 89
NOTE- 362p.; For other Project MAPP (Maryland Adult Performance Program) documents, see CE 060 931-932.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Community Resources; *Competency Based Education; Consumer Economics; *Critical Thinking; *Daily Living Skills; Government (Administrative Body); Health; Job Skills; Law Related Education; *Learning Activities; Learning Strategies; Listening Skills; Mathematics Skills; Reading Skills; Writing Skills
IDENTIFIERS- 353 Project; Maryland

This resource and reference guide provides complete listings of learning activities that integrate basic and life skill learning. It is designed to assist adult basic education (ABE) teachers in the implementation of a competency-based learning system that emphasizes the integration of basic and life skills learning. The philosophy of and introduction to the instructional program are provided in this volume. Section I provides the scope and sequence for the basic skills in listening, reading, writing, and mathematics. These basic skills are cross-referenced to related life skill learning strategies. An introduction to and explanation of critical thinking approaches are followed by thinking skill ideas and sample worksheets for two levels. A listing of commercial thinking skills materials is followed by information on writing approaches. Section II presents an extensive collection of suggested learning activities that integrate basic and life skills. Activities are labeled as appropriate for Level I or II ABE students. Many activities are complemented by reference material. An index of learning strategy activities is followed by the activities, divided into these categories: consumer economics, community resources, health, occupational knowledge, and government and law. There are two appendixes: (1) basic skill arrays; and (2) references and ideas on the collection and use of community materials. (YLB)

Irrational beliefs may lead to sexual dysfunction. A combination of questioning and challenging of irrational beliefs, information giving, and consciousness raising will help male clients free themselves from performance anxiety and the resulting sexual dysfunctions. Irrational beliefs connected with relationship issues for males typically include feeling solely responsible for the financial support and happiness of the family; never feeling weak, vulnerable, or afraid; and worrying that showing affection toward another man is homosexual, or showing affection toward one's daughter is incestuous. Irrational beliefs men typically have about work situations revolve around need for achievement. Self-worth is often defined by work. Rather than talking about and owning up to difficult feelings, male clients often act them out. In order to help clients overcome male sex role stereotypes, consciousness raising and using different language can be effective. Therapists should also be aware of, and try to correct their own issues with sex role stereotypes. (LLL)

ED 344 116   CG 024 108

Hand, Carol A.
Perceptions of High School Counselors: Analysis of Survey Results. Institutional Research Report No. 91-10.
PUB DATE- May 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Attitudes; Higher Education; *High Schools; *School Counselors
IDENTIFIERS- *Georgia State University

The public image of Georgia State University (GSU) has been of continuing interest to the faculty and administration. In 1977, 1981, 1985, and 1990, a survey of high school counselors in the State of Georgia was conducted in order to gain further insight into the image of GSU. Responses from 331 Georgia high school counselors were analyzed. Principal findings were as follows: (1) words most frequently used to describe GSU were urban, convenient, excellent, comprehensive, cosmopolitan, and good; (2) several fields of study were found to have strong reputations among high school counselors, including business administration, counseling education, finance, teacher education, management, computer science, and public and urban affairs; (3) aspects of GSU most frequently rated excellent were academic quality, the library, admissions information, and faculty reputation--parking and financial aid availability were regarded less favorably; (4) GSU students were perceived to be scholastically above average by 38 percent of the respondents, and average by 74 percent; (5) almost all of the respondents had received previous information about GSU, frequently from the university catalog; (6) many counselors indicated an interest in receiving the general catalog and information on financial aid, housing, applications, academic programs, and honors programs; and (7) more than half of the respondents in the Atlanta metropolitan area reported that they had had prior contact with GSU. (Author/LLL)

ED 344 117   CG 024 109

Dulaney, Sue
Stop, Look and Listen, Single Fathers/Dads.
PUB DATE- 90
NOTE- 134p.

This project, funded by the Office for Substance Abuse Prevention (OSAP), is a comprehensive, multilevel prevention model for elementary school students, grades K-6. The project is based on OSAP's risk and resiliency factor model in which factors presumed to predispose youth toward or away from alcohol and other drug (AOD) use are influenced, thereby decreasing the likelihood that youths will become AOD users. The unique feature of the project is the integration of a student assistance program (SAP) with the larger prevention effort. Two sets of variables were addressed in the evaluation: process variables, which addressed the specific program components, and outcome variables, which addressed the specific risk and resiliency factors. The main issue for evaluation was determining the effects of the SAP alone and integrated with other project components. The SAP only was implemented in one school, the SAP and curriculum in a second school, and neither in a third school. A number of issues related to evaluating the SAP within the larger evaluation effort were addressed. These issues show that: (1) stakeholders from a larger number of agencies with more diverse interests must be involved in planning the evaluation; (2) the variables and instruments used to evaluated the SAP must articulate with the other program components; (3) data collection and storage must be coordinated at multiple sites; and (4) reporting must accommodate the needs of a much broader audience. (LLL)

ED 344 136 CG 024 129

Stickel, Sue A.
Role Perceptions of the Rural School Counselor: A Factor Analysis.
PUB DATE- Mar 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Role; Elementary Secondary Education; Psychometrics; Role Perception; *Rural Areas; *School Counselors
IDENTIFIERS- Counselor Role Inventory

Role definition has historically been a problem for the school counselor. It seems critical that role definitions continue to be developed, measured, and disseminated. This study is concerned with an initial psychometric analysis of an instrument, The Counselor Role Inventory (CRI). The CRI contains 20 questions on a 5-point Likert-type scale. The instrument was designed utilizing the role statement of the American School Counselor Association, current theory in guidance and counseling, and relevant research results. The instrument contains five variables: (1) prevention; (2) remediation; (3) commitment; (4) sub-professional duties; and (5) perceived effectiveness. Instruments were mailed to 214 counselors in a 3-state area in schools containing 1 counselor who reported to a respective principal. The entire return was 154 surveys. For each item, respondents answered three times, forming three scales. The first measured whether the function was perceived as part of the ideal role of the school counselor, the second if it was typical of the present role as a school counselor, and the third pertained to the perception of how the building principal perceives the role. The instrument provides a degree of complexity, is exploratory, and as such is still in a preliminary stage of establishing reliability and validity. Counselors in this study seemed to however, were found to significantly contribute to the counselor ratings of the client. Several recommendations are made to employ in replication of the study. There are 30 references and 7 tables. (NB)

ED 344 155 CG 024 148

Copley, Jane E.; Brownlow, Sheila
The Effects of Face Type and Name Warmth on Job-Hiring Decisions.
PUB DATE- Mar 92
NOTE- 26p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Job Applicants; Nonverbal Communication; *Personnel Selection; *Student Attitudes
IDENTIFIERS- *Facial Features; *Names; Physical Appearance

Physical appearance is not the only source of information that individuals use when making judgments of others. Names also may influence impression formation. This study was conducted to examine the interactive effects of names and facial structure on perceptions of others and job hiring recommendations. It was hypothesized that coldness and warmth of names would modify impressions of baby- and mature-faced job applicants and would produce interactive effects on job hiring decisions. College students (N=78) judged the hirability and traits of job candidates whose name warmth (judged on a 7-point scale) and face type were systematically varied. The results indicated that applicants with warm names were seen as weaker and less capable, but warmer and more honest, than applicants with cold names. Name warmth interacted with face type, as warm names lowered the typical perceptions of strength and capability of mature-faced people. Specifically, mature-faced job applicants with warm names were seen as possessing fewer leadership capabilities, as weaker, warmer, and more capable for a job requiring warmth than were mature-faced applicants with cold names. Trait perceptions of the applicants replicated previous research, but were affected by name warmth in some cases. The findings can be viewed within a framework suggesting that facial structure and warmth of names may influence not only perceivers' impressions but their behavioral decisions as well. (Author/NB)

ED 344 156 CG 024 149

Sharma, Sarla
Relationship between Sex-Role Behavior, Body Weight, and Alcohol Consumption in Undergraduate Men and Women.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Weight; *Drinking; Higher Education; *Sex Differences; *Sex Role; *Student Behavior; *Undergraduate Students

Because drinking traditionally has been considered a behavior of unwed fathers; policy goals and dilemmas; and promising strategies. A reference list of 48 items is included. (ABL)

ED 344 174 CG 024 167

Duckworth, Jane C.; Anderson, Wayne P.
MMPI Interpretation Manual for Counselors and Clinicians. Third Edition.
PUB DATE- 86
NOTE- 404p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Higher Education; *Personality Measures; *Test Content; *Test Interpretation; Test Manuals; Test Use
IDENTIFIERS- Minnesota Multiphasic Personality Inventory

This manual presents information on the Minnesota Multiphasic Personality Inventory (MMPI), primarily directed to counselors and clinicians who work with university counseling center clients, private practice clients, and mental health clinic clients who are not usually psychotic or neurotic but are having difficulties in one or two areas. This format is used in presenting the chapters on the Validity, Clinical, and Research Scales: an introduction and general information about the scale is presented, then high score interpretations are given, usually divided into moderate elevations (60 through 70 T-score points) and marked elevations (70 T-score points or above). These interpretations are followed by the low score interpretations (usually 45 T-score points or below). Combinations of scales are then noted and the interpretations for them are given. All Clinical and Validity scales in the combinations are at a T-score of 70 or above, unless otherwise noted and are listed in order from the highest to the lowest peaks. Research scale combinations use scales at a T-score of 60 or above. Chapters are also included on interpreting the MMPI and the effects of race and culture on MMPI profiles. Separate discussions by each of the two authors provide sample MMPI interpretations with sample profiles. Appendices include the New Scale Item Composition Group Booklet Form; the New Scale Item Composition R Form; and the Validity, Clinical, and Research Scales Intercorrelations for Two Normal Populations. (ABL)

ED 344 175 CG 024 168

Palisi, Anthony T.
Self-Esteem and Love.
PUB DATE- 91
NOTE- 13p.; "Special Edition."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Counseling Techniques; Counseling Theories; *Love; Marital Instability; *Marriage Counseling; *Self Esteem

Humans organize into constellations subjective attributes that help them to know themselves. Self-esteem refers only to those aspects of one's self-concept to which an evaluation is assigned. Self-esteem reflects one's sense of personal efficacy and worth. Love has been described as emotional closeness,

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Research; *Portfolios (Background Materials); Primary Education; Program Attitudes; Program Evaluation; *Student Evaluation; *Teacher Attitudes; *Whole Language Approach
IDENTIFIERS- Alternative Assessment; Hawaii; *Kamehameha Early Education Program

A study examined practitioners' perceptions about the transition from a scope and sequence of skills approach to reading instruction and assessment to a whole literacy curriculum and portfolio assessment. Subjects, four consultants and eight teachers at one of the seven public elementary schools served by the Kamehameha Early Education Program (KEEP) in Hawaii, were interviewed at the end of the first year of implementing the new program and piloting the portfolio assessment. Results indicated that: (1) the transition to the new curriculum and portfolio assessment was difficult for practitioners generally because of traditional conceptions held about instruction and assessment; and (2) teachers who had used the scope and sequence of skills to guide their instruction were concerned that portfolio assessment did not provide them with the same specific instructional targets that they had had previously with traditional mastery tests of skills. (Twelve references are attached.) (Author/RS)

ED 344 195 CS 010 906

Reading and Young Children: A Practical Guide for Childcare Providers. Videotape Companion Guide.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; Child Caregivers; Childrens Literature; Day Care Centers; Early Childhood Education; Language Acquisition; Parent Role; *Reading Aloud to Others; *Reading Instruction; Story Telling; Young Children
IDENTIFIERS- Trade Books

This booklet is the companion guide to a videotape intended for those who work with young children and want to make their childcare facility a place where reading and books are a part of every child's day. The 10-minute videotape demonstrates practical techniques for reading aloud, choral reading, using Big Books, and storytelling, and suggests inexpensive ways to choose and use children's books. The companion guide, following an introduction, is in three main sections: (1) materials for childcare providers and parents available from the International Reading Association (with annotated listings of parent brochures, parent booklets, booklists, books, and other resources); (2) additional sources of information about childcare, books, and reading; and (3) sources of information about quality children's television and radio. A statement about the International Reading Association and its activities concludes the guide. (SR)

ED 344 196 CS 010 907

personnel from around the country. Topics addressed include the extent and type of media outlets and classes; journalism credit; recruitment of students; participation by students from multicultural backgrounds; and the working conditions, attitudes, and characteristics of high school journalism teachers and advisers. Results indicated that: (1) 94% of all U.S. high schools have some type of media activity or outlet (2) 93% publish yearbooks and 79% have newspapers; (3) more than half a million high school students are enrolled in journalism classes; (4) nearly three-quarters of a million students are on school media staffs; (5) 28% of journalism teachers and advisers hold state certification in journalism and 8% earned a journalism major; and (6) 84% of advisers reported "a great deal" or "almost complete" freedom in advising. (Twenty-four notes are included.) (SR)

ED 344 215   CS 213 260

Ostrom, Hans
Surviving To Write and Writing To Survive: The Complex Case of
  Langston Hughes.
PUB DATE- 20 Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the
  Conference on College Composition and Communication (43rd,
  Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Black Literature; College Freshmen;
  Discourse Modes; *Freshman Composition; Higher Education;
  *Writing Skills; *Writing Strategies
IDENTIFIERS- Academic Discourse; Bartholomae (David); Elbow
  (Peter); Expressive Writing; *Hughes (Langston); Social
  Constructionism; Voice (Rhetoric); *Writing Development

Studying the life of Langston Hughes in the context of how to teach freshman composition can shed light on two sometimes conflicting pedagogies, the expressivist and the social-constructionist. A discouraging period of fierce criticism, illness, depression, and financial woes coincided with Hughes' 39th birthday, which his biographer Arnold Rampersad described as a "season of humiliation and dispossession." Teachers of composition should look to Hughes's experience of tension and frustration as an allegorical model common to a vast majority of their students. This tension can be related to the conflicting pedagogies of freshman composition: those that stress discovery of voice (Peter Elbow) versus those that stress the navigation of discourse domains (David Bartholomae). Hughes's writing journey was that of an outsider, and to some degree all freshman writing courses are concerned with helping outsiders to certain modes of discourse. An example is the case of a student who experienced severe writer's block in completing an academic essay. By pointing out similarities with Hughes's traumatic struggles, this student was enabled to complete the work. Hughes's successes provide teachers with concrete models for encouraging students to succeed in the tricky business of producing quality college level writing. (HB)

ED 344 216   CS 213 262

Slapin, Beverly; And Others
How To Tell the Difference: A Checklist for Evaluating Children's
  Books for Anti-Indian Bias.
SPONS. AGENCY- New Society Educational Foundation, Philadelphia,

ED 344 235 CS 213 305

Aber, John
Labels We Use To Describe Ourselves: What Do They Mean in Terms of Classroom Practice?
PUB DATE- 19 Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Freshman Composition; Higher Education; Teacher Attitudes; *Theory Practice Relationship; Writing (Composition); Writing Teachers
IDENTIFIERS- *Composition Theory; Lazere (Donald)

Radical composition teachers see a need for democratic learning methods such as classroom dialogue and collaborative research, but ultimately the constraints of classroom life prevent the use of such methods. As a result, many leftist teachers end up practicing strategies that seem to be taken from traditional rhetorics. Donald Lazere, one leftist professor, invites other writing instructors to join him in a back to basics movement which is unavoidable if students are to become truly empowered. Other leftist professors espouse completely opposite views, resulting in confusion and a loss of respect for the profession. To determine whether there is a discernible connection between theory and practice, classroom activities of three professors who all hold strong theoretical beliefs were examined and compared. The three teachers espoused respectively theories of writing based on the social-epistemic approach, the expressionistic approach, and traditional approaches. Frequently, teachers' classroom practices are at odds with their views as theorists. This tension between theory and practice is sometimes openly acknowledged by scholars in the field, and further work should be carried out in this area. Until the methods and strategies actually used by teachers with different perspectives are detailed extensively, all that can be stated precisely are the myriad assumptions about teaching practice, based on the theoretical labels used to describe them. (HB)

ED 344 236 CS 213 306

Smith, Philip E., II
Institutional and Disciplinary History in a Cultural Studies Curriculum.
PUB DATE- 20 Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Doctoral Programs; *Educational History; *Educational Philosophy; *English Curriculum; English Departments; Freshman Composition; *Graduate Study; Higher Education; Teaching Assistants; Theory Practice Relationship
IDENTIFIERS- English Teachers; *University of Pittsburgh PA

Educators of graduate students of English who are simultaneously teaching undergraduate composition courses should focus on how the study of institutional history might shed light on egalitarian. Results also indicated that the subjects believe that literacy increases social inequality in the sense that literates create hierarchies of intelligence that lead to unequal social relationships between literates and illiterates. Rethinking the role of literacy is an issue that communication scholars need to address. (RS)

ED 344 255   CS 507 778

Robie, Harry
Rethinking the Formula: Suggestions for Improving Basic Course Texts.
PUB DATE- 2 Nov 91
NOTE- 6p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economically Disadvantaged; Higher Education; Introductory Courses; Minority Groups; *Publishing Industry; *Speech Communication; *Speech Instruction; *Student Needs; *Textbook Preparation; Textbooks
IDENTIFIERS- Speech Communication Education

There are three arguments against the usefulness of present basic course textbooks in speech communication. First, there are certain inherent forces that will always drive textbook publishers toward the production of textbooks unsuitable for the basic course: "mentioning" (mentioning every principle ever heard of by potential users of the text), "dumbing down" (keeping content simple), "homogenizing" (eliminating any material which might offend), and "shilling" (the planned obsolescence of textbooks built into the present system). Second, basic texts are not reflective of the new audiences to be taught: minorities and the poor. Some of the communication channels left out of basic texts but used by minorities and the poor include: the extended family, minimum-wage workplaces, the ethnic or pentecostal church, labor unions, self-help associations, neighborhood taverns and dance halls, and amateur sporting teams. If students find racial or class barriers confronting them at every turn, or are having difficulty confronting their sexuality, or cannot see the relevance of so much college teaching because they are the first generation of their family to seek a higher education, then the content of current basic texts is a mockery of their deepest needs. Third, two sources of information provide appropriate materials: students themselves, and expert practitioners in the field. Putting students and practitioners together might result in appropriate texts, different for every student, prepared with word processor and xerox machine--self-made texts, undergoing constant revision, with no connection to the commercial publishing business. (SR)

ED 344 256   CS 507 780

Trachtman, Leon E.; And Others
Response to a Community-Based Information and Communication System.
PUB DATE- Nov 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).

articles, Fred Newmann presents the framework that informs the center's research, with a focus on clarifying the means and ends of different approaches to structural change. The framework recognizes the multifaceted nature of the means of school restructuring and identifies six critical outcomes that can be used to evaluate new structures: authentic student achievement, equity, empowerment, communities of learning, reflective dialogue, and accountability. The final section of the report elaborates on the Milwaukee elementary school experience by transcribing a series of interviews with a parent, a teacher, and a former administrator involved in the restructuring effort. (LMI)

ED 344 275   EA 023 447

Wilson, Carol, Ed.; And Others
A Vision of a Preferred Curriculum for the 21st Century: Action Research in School Administration.
PUB DATE- Jun 91
NOTE- 95p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (46th, San Francisco, CA, March 16-19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Core Curriculum; *Curriculum Design; *Curriculum Development; *Curriculum Research; Delphi Technique; Educational Trends; Elementary Secondary Education; Futures (of Society); *Instructional Development

A 3-year collaborative research project to develop a curriculum designed to meet the needs of learners for the 21st century is based upon a Delphi survey of approximately 150 national business, government, and educational leaders. They were asked to respond to questions in five key environmental areas. The study of demographic, economic, political, technological, and social trends has produced five major themes upon which k-12 curriculum can be designed. These themes include change and adaptability, global interdependence and cultural diversity, quality of life, technology, and self-actualization. Outcomes are included in order to suggest an appropriate curriculum restructuring framework and design. Chapter 1 gives the introduction, methodology, assumptions, limitations, and curricular themes of the study. Chapter 2 gives a review of the literature, the major environmental trends, demographics, values, economics, and technological changes. Chapter 3 elaborates on the research and methodology, identifies the top 10 trends for education for the year 2000, and a gives a sample Delphi flow chart. Chapter 4 elaborates on each of the five major themes, and chapter 5 presents a brief concluding statement. Appended are five Delphi survey questionnaires. (42 references) (RR)

ED 344 276   EA 023 568

Chapman, Judith D., Ed.
School-Based Decision-Making and Management.
PUB DATE- 90
NOTE- 378p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

*Principals; Public Schools; Role Perception; *State Action
IDENTIFIERS- *Indiana (South); Indiana University Southeast; Pressure Groups

Based on principals' own perceptions, this paper examines how the principal's role has changed, what constitutes principals' major problems or concerns, and how state and federal regulations and community pressures have affected the principal's role. The project identified and interviewed 56 public school principals for an 11-county area served by Indiana University Southeast's school administration program. Table 1 reveals participants' reasons for becoming principals; table 2 reveals that half of the participants used an eclectic leadership style, 45 percent considered themselves democratic leaders, and 5 percent (of secondary principals only) considered themselves autocratic leaders. Results show that the principal's job has changed over the past 10 years; major changes include more time required, more paperwork, higher expectations, and greater accountability. Apathy, societal problems, and bureaucratic requirements have precipitated many of these changes. Federal and especially state mandates, regulations, and programs were major contributors to job change and made the principals' role more difficult. Community attitudes, beliefs, and opinions also contributed to job change. Experienced principals recommend that prospective principals understand the position's time requirements; have clear principles, goals, and objectives; keep children first; learn to manage and control pressure, stress, and conflict; be willing to make timely decisions; and keep themselves informed. Additional recommendations are provided. (20 references) (MLH)

ED 344 296 EA 023 852

Strategies for Public School Reform.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; *Cooperative Programs; Disadvantaged; *Educational Change; Educational Opportunities; Elementary Secondary Education; Equal Education; Individual Differences; *Interdisciplinary Approach; *Learning Problems; *Prevention; *Public Education; Public Schools; Special Needs Students
IDENTIFIERS- *Multidisciplinary Academy of Clinical Education CA

The Multidisciplinary Academy of Clinical Education (MACE) believes that collaboration among children, teachers, parents, and clinicians is essential to prevent educational disabilities and handicaps. In this report, MACE offers suggestions regarding the general education of all children. A growing number of children are classified as having learning disabilities simply because they have lacked suitable educational opportunities. Most learning problems can be prevented by more efficacious general education that accommodates individual differences in children's learning styles. MACE believes the following elements are essential to improving the quality of U.S. public education: (1) ensuring competent parenting; (2) designing schools to serve their communities; (3) transforming schools into learning communities; (4) enhancing teacher professionalism; (5) reforming school personnel education; and (6) establishing a national education watch. Successful identification and management of learning disabilities means increasing public

Most models for public administration have been developed in the context of medium-sized or large states and are not necessarily appropriate for small states (states with less than 1.5 million people). This book focuses on small states and identifies common features in small-state economies, societies, and politics. Several differences exist in the framework of public administration for small states. The most common differences are in areas of personal relationships, government pervasiveness, and links between politicians and bureaucrats. The priorities and formal organization of Ministries of Education may vary, and an evaluation of these variations helps individuals to understand how to effectively organize priorities for specific states. Management aspects, including decision-making styles, dissemination of information, ways to allow for staff absences, the building of teams, and management of interministry link are all important in effective management of small states. Among the first problems encountered in small states is job definition in situations where staff are expected to hold multifunctional roles. Appraisal systems, training plans, and training strategies are outlined in order to combat restricted career paths. Most small states are members of at least some regional bodies as well as of broader international organizations. The implications of work with these organizations are shown from the viewpoint of the small Ministry of Education. (61 references) (LAP)

ED 344 317 EA 023 889

Bray, Mark
Educational Planning in Small Countries.
PUB DATE- 92
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Educational Development; Elementary Secondary Education; *Foreign Countries; Higher Education; International Education; International Programs; *Long Range Planning
IDENTIFIERS- *Small Countries

For years, international literature has neglected the special features of educational planning in small countries. The recognition of small countries has increased over the last two decades, as they have begun to play a more important role in world politics. This three-part book evaluates the nature of the ecology of small countries and its implications for educational planning. The strategies of small countries for developing education are contrasted with strategies of larger countries. The first part focuses on contexts, approaches, and structures. It discusses the dimensions of scale, the nature of educational planning in small countries, sources of expertise, and international linkages. The second part focuses on components specific to planning. Separate chapters focus in turn on special education, postsecondary education, and curriculum development. The third and last part brings together what can be, is being, and should be done by the small countries themselves, larger countries, and organizations such as UNESCO. Twenty-six recommended readings are listed. (46 references) (LAP)

(2) structural and mechanical features; (3) plant maintainability; (4) school building safety and security; (5) educational adequacy; and (6) environment for education. Each of the six criteria is discussed at length in the first section of the guide, with an emphasis placed on the most important aspects of each. The second section includes specific directions for the appraisal of school facilities. Checklists are provided that incorporate each of the six elements mentioned above. A rating scale is also provided to further aid in accurate appraisal. The appraisal instruments are adapted for use at each of the three educational levels: elementary, middle, and high school. A glossary is appended. (37 references) (LAP)

ED 344 338 EA 023 915

Hartmeister, Fred, Ed.
Case Citations 1992. Thirteenth Series: Pupils.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Collected Works - General (020)
DESCRIPTORS- *Court Litigation; Disabilities; Drug Use Testing; Elementary Secondary Education; Expulsion; Extended School Year; Freedom of Speech; Health Services; Higher Education; *Legal Responsibility; Police School Relationship; *Public Schools; School Administration; *School Law; Search and Seizure; *Student Rights; *Student School Relationship; Suspension; Testing
IDENTIFIERS- Individuals with Disabilities Education Act

Court case citations are organized in six major sections with brief summaries of relevant cases in subcategories followed by a table of cases cited. The major sections are as follows: (1) "Extended School Year (ESY) Services and Disabled Students" (Susan S. Schermerhorn); (2) "Recent Developments in Related Services under the IDEA" (Kathleen S. Mehfoud); (3) "The Fourth Amendment in the Public Schools" (Myron Schreck); (4) "Student Suspensions and Expulsions" (Robert A. Perrotta); (5) "Student Testing" (Debra J. Madsen); and (6) "Student First Amendment Rights in the 1990s" (Charles J. Russo). (MLF)

ED 344 339 EA 023 917

Schoolhouse in the Red: Cutting Our Losses. A National Study of School Facilities and Energy Use. Management Summary.
SPONS. AGENCY- Honeywell, Inc., Minneapolis, Minn.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Cost Effectiveness; *Educational Environment; *Educational Facilities; Elementary Secondary Education; *Energy Management; Federal Government; *Financial Problems; Government Role; *School Maintenance; School Safety; State Government

According to a recent survey of school administrators, nearly 5 million American public school students attend classes in

PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; Change Strategies; Cooperation; *Disabilities; Government Role; *Models; *Participatory Research; Qualitative Research; *Rehabilitation; Research Design; *Research Methodology; Standards
IDENTIFIERS- National Institute on Disability Rehab Research

This paper describes collegial model approaches to the interactions between rehabilitation researchers and individuals with disabilities or their family members. The approaches, called participatory research and participatory action research, grew out of a 1989 conference sponsored by the National Institute on Disability and Rehabilitation Research (NIDRR) and out of a 1991 conference presentation by the director of NIDRR. A rationale for use of a model of participatory research is presented, and the model is described as involving its subjects in the research process from initial design to final conclusions. Five principles that should guide research on people with disabilities and their families are presented, including: research is a means, not an end; research should be a collaborative endeavor based on mutual respect, trust, potential benefits, and acceptance of each party's responsibilities; research should be sensitive to cultural, socioeconomic, ethnic, lifestyle, and life span pluralisms; research should allow for a combination of paradigms and methodologies; and funding for family research should be expanded. Forces creating pressure to support a shift in research paradigms are outlined, and the role of the NIDRR in support of the model is discussed. (Seven references) (JDD)

ED 344 359   EC 301 085

Brunk, Gary L.
Supporting the Growth of the Self-Advocacy Movement: What We Can Learn from Its History and Activists.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advocacy; Change Strategies; *Developmental Disabilities; Interviews; Personal Autonomy; *Self Actualization; *Social Action; Social History; Sociocultural Patterns; *Trend Analysis
IDENTIFIERS- *Self Advocacy

This study identifies the factors that have contributed most to supporting growth of self-advocacy among people with developmental disabilities, by examining the history of self-advocacy and reporting on interviews with six self-advocates and six advisors of the self-advocacy movement. The study concludes that the growth of self-advocacy has been greatly assisted by the power of example, that the movement has emphasized learning by doing, that self-advocacy groups provide a supportive and safe environment where persons who have been undervalued are able to gain a new sense of confidence and possibilities, that self-advocacy requires material support and ideological support, and that self-advocacy is important enough that it is worth being supported by persons and institutions outside the self-advocacy movement. Specific recommendations health problems among the adolescent population, examines the research issues and treatment delivery system, identifies model modalities and programs to address the needs of adolescents, and makes practical recommendations on the implementation of effective treatment methods for youths. The first part of the report examines the epidemiological evidence regarding the prevalence and incidence of substance abuse and mental illness in adolescents, and outlines the categories of programs in the drug and alcohol and mental health systems. The second part describes 12 adolescent treatment programs, selected for their unusual or innovative approaches. The report concludes with general recommendations for the replication of innovative programs; the recommendations target project design, staff training and development, and work with families. (42 references) (JDD)

ED 344 378 EC 301 105

Cobb, Hazel B.; Horn, Charles J., Jr.
What High School Students Who Are Mildly Mentally Retarded Know about the Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome.
PUB DATE- Oct 89
NOTE- 16p.; Paper presented at the International Conference on Mental Retardation (2nd, Davenport, IA, October, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; High Schools; High School Students; *Information Sources; *Knowledge Level; *Mild Mental Retardation; *Student Attitudes
IDENTIFIERS- Alabama

Alabama high school students (N=309) with mild mental retardation completed a questionnaire concerning their knowledge, attitudes, and sources of information about human immune deficiency virus/acquired immune deficiency syndrome (HIV/AIDS). Students demonstrated some basic knowledge of HIV/AIDS, and expressed some concern about getting AIDS. They knew that HIV/AIDS affects the immune system, that it is incurable, and who is most at risk. Students were less certain about the cause of the disease and how the disease is acquired. Students got most of their information about AIDS from television, school, and newspapers. (15 references) (JDD)

ED 344 379 EC 301 106

Cobb, Hazel B.; Horn, Charles J., Jr.
Implementation of Professional Standards in Special Education: A National Study.
PUB DATE- Nov 89
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Agency Role; *Codes of Ethics; *Disabilities; Educational Practices; *Educational Principles; Elementary Secondary Education; Information Dissemination; *Professional Associations; Professional Development; Professional Personnel; Special Education; *Special Education Teachers; *Standards; Teacher Attitudes; Teacher Education
IDENTIFIERS- *Council for Exceptional Children

A sample of 1,000 members of the Council for Exceptional Children

Department of Social Services and Division for Developmental Disabilities which affect the out-of-home placement of children with developmental disabilities; (2) determine parental perceptions of factors that lead to caring for their children in or out of their homes; and (3) make recommendations for necessary systems changes. The project interviewed 51 parents and 53 case workers, case managers, and social workers concerning 131 children placed in group homes or regional centers. Forty families who kept their child with disabilities at home and 12 families of adopted children with developmental disabilities were also interviewed. Findings are reported in terms of system issues, children's issues, families' issues, and case workers' or case managers' issues. Among the findings were the following: agency roles and responsibilities have not been clearly defined; many services are not effectively publicized to parents; interagency coordination, communication, and cooperation need improvement; respite care was the number one support needed by all families; and permanency planning was not well understood nor practiced by case workers or case managers. Recommendations for change are also provided. (JDD)

ED 344 399   EC 301 128

Higher Education and State Agency Cooperation for Part H Personnel Preparation.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Feb 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Change Strategies; *Cooperative Planning; Cooperative Programs; *Disabilities; *Early Intervention; Educational Cooperation; Educational Legislation; Federal Legislation; *Higher Education; Preschool Education; Preservice Teacher Education; Program Development; Staff Development; *State Agencies; Statewide Planning; Teacher Certification
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

This study was conducted to examine the relationship between state agencies and higher education in planning for the personnel components of Part H of the Individuals with Disabilities Education Act. The study used a qualitative research design, involving five states, to examine the process of developing and maintaining working relationships between state agencies and higher education and to uncover strategies for successful cooperation. The study found that collaborative planning action was relative to a number of common issues, including the procedural challenges of certification and access to resources of time, expertise, and funding. Efforts were facilitated by experienced leadership, early collaborative events, a planning structure that drew upon representation from invested parties, and procedures to formally delineate duties for cooperative planning and implementation efforts. Policy recommendations include: (1) states should form a consortium of state agency, higher education, and professional organization representatives to address statewide planning for special education; (2) states should provide higher education with financial incentives to increase personnel preparation programs; and (3) a procedure should be established to develop a semiformal link between state agencies and higher education in terms of needs and mutual goals on collaborative projects.

DESCRIPTORS- *Curriculum Development; Educational Practices; Elementary Education; Individualized Education Programs; *Mainstreaming; Program Development; *Severe Disabilities; *Teaching Methods

This module was developed as part of a federally funded study group project, to answer the question of how students with severe disabilities can actively participate in lessons within regular elementary classrooms alongside their nondisabled peers, while still meeting their individualized goals and objectives. The module presents a brief overview of the process of adapting curricula, recommended practices that teams can use to make adaptations on behalf of individual students, and examples of various curricular adaptations. Recommendations for a curriculum adaptation process are summarized, including team planning, identifying student needs, establishing student supports and services, and collaborating in the design of curricular adaptations. Strategies for modifying lessons for students with severe disabilities include: (1) individualized adaptations such as using a skill sequence different from the one followed by other students and providing personal assistance; (2) use of multi-level curricula; and (3) curriculum overlapping. (35 references) (JDD)

ED 344 419 FL 019 617

Mathuna, Liam Mac; Singleton, David
Language across Cultures. Proceedings of a Symposium (St. Patrick's College, Dublin, Ireland, July 8-9, 1983).
PUB DATE- 84
NOTE- 284p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingualism; Child Language; Children; Contrastive Linguistics; *Cross Cultural Studies; Dutch; English; Ethnicity; Folk Culture; Foreign Countries; Grammar; Hearing Impairments; Hebrew; Immigrants; *Intercultural Communication; Interlanguage; Irish; Language Processing; Language Research; *Language Role; Language Tests; Language Variation; Linguistic Borrowing; Listening Comprehension; Literature Appreciation; Panjabi; Pidgins; Polish; Pragmatics; Second Language Instruction; Semiotics; *Sociocultural Patterns; Speech Acts; Testing; Transfer of Training; Translation; Uncommonly Taught Languages; Vietnamese People
IDENTIFIERS- Ireland; Meain (Inis); Rumania

Papers presented at the symposium on the relationship between language and culture include, in addition to an opening adress: "Sociosemiotics Across Cultures" (Wolfgang Kuhlwein); "Translation Across Languages or Across Cultures?" (Albrecht Neubert); "Grammatical Categories Across Cultures" (Olga Tomic); "On Taking Language Tests: What the Students Report" (Andrew Cohen); "Language and Cultural Identity: The Cases of Ireland and Romania" (Martin Croghan); "Some Sociolinguistic Observations on the Learning of English by Vietnamese in Ireland" (Miriam Dean); "Folklore, Linguistics, and Bilingualism" (Owen Egan); "A Socio-Cultural Model of Communication: Parameters that Define It" (Stathis Efstathiadis); "Language and Ethnic Identity: The Irish Language in the United States" (Jeffrey Kallen); "A Pragmatic Account of Reference in English and Polish" (Barbara Kryk); "Fossilization, Pidginization, and the Monitor" (Marquette Lowther); "Social Context and Language Usage: Implications for Children with Impaired Hearing" (Patrick McDonnell); "Expression of Causativity and Factitivity in English and

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; Decision Making; *Economic Progress; *Economics; *International Relations; *International Trade; Learning Modules; Life Style; Secondary Education; Skill Development; Social Studies; *Sociocultural Patterns; Thinking Skills

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical, except for occasional marginal notes in the latter. This booklet addresses the effects of economic growth on lifestyles within a culture. Case studies stress the individual and cultural values reflected in all economic choices. Topics include: influences promoting economic growth and the advantages and disadvantages of growth; foreign aid, and the decisions countries giving and receiving aid must make; and potential effects of international trade on the economy and society. A glossary and a resource list are included. (MSE)

ED 344 437 FL 019 737

Economic Organization Module. Test Booklet. Test Items for Booklets 1, 2, 3=Libro de prueba. Modulo de organizacion economica. Itemes de prueba para los libros 1, 2, 3.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 79p.; For related documents, see FL 019 721-736.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Instructional Materials; Capitalism; Change Strategies; Cultural Context; Decision Making; *Economic Change; Economic Development; *Economics; International Relations; *International Trade; Learning Modules; Life Style; *Resource Allocation; Secondary Education; Skill Development; Socialism; Social Studies; *Sociocultural Patterns; Test Construction; *Test Items; Thinking Skills; Values

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository

ED 344 457 FL 020 157

Ok, Jong-seok, Ed.; Taneri, Mubeccel, Ed.
Kansas Working Papers in Linguistics, Volume 14, Number 1.
PUB DATE- 89
NOTE- 154p.; For individual papers, see FL 020 158-164.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Chinese; Cultural Traits; *Grammar; Interlanguage; Language Research; Language Rhythm; *Linguistic Theory; Old English; Phonology; Poetry; Sociocultural Patterns; Syllables; Turkish; Uncommonly Taught Languages; Vietnamese; Yiddish
IDENTIFIERS- *Japanese People

Seven papers on various topics in language research are presented, including: "What Makes the Japanese Inscrutable?: A Linguistic Perspective" (Julie Bruch); "A New Look at Old English Metrics" (Alison K. Huettner); "A Class of Indefinites in Vietnamese" (Laura A. Michaelis); "Cohesion and the Yiddish Consecutive Order" (Kenneth L. Miner); "Syllable Structure and Interlanguage Phonology" (Tim Riney); "Socially Deictic Use of a Body-Part Term in Turkish" (Mubeccel Taneri); and "Chinese Passives: Transformational or Lexical" (Jiuwu Zhang, Xiaohong Wen). An index of the cumulative contents of volumes 1-14 of the Working Papers is also included. (MSE)

ED 344 458 FL 020 158

Bruch, Julie
What Makes the Japanese Inscrutable? A Linguistic Perspective.
PUB DATE- 89
NOTE- 20p.; In: Kansas Working Papers in Linguistics, Volume 14, Number 1; see FL 020 157.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Contrastive Linguistics; Cultural Context; *Cultural Traits; English; Inferences; *Interpersonal Communication; *Japanese; Language Research; *Language Role; *Linguistic Theory
IDENTIFIERS- Implications; *Japanese People

Several specific maxims of English conversation that suggest interpersonal cooperation in the process of communication are applied to conversation in Japanese. The maxims concern implicature, a proposition implied in an utterance in a particular context but not expressly stated. It is proposed that: (1) while it is easy to overstate or exaggerate in American English, the Japanese prefer to understate or remain close to the truth value of quantitative statements; (2) the amount of information that must be specified to make the statement as informative as necessary is less for the Japanese than for Americans; (3) while both American and Japanese speakers constantly adjust communication forms to meet semantic and pragmatic requirements, the pragmatic force carries more importance for selection of utterance type in Japanese than in American English. These three hypotheses, it is argued, account for much of the communication difference in the two cultures and for the common characterization of the Japanese as "inscrutable." Comparisons are drawn from English and Japanese ways of expressing a variety of assertions. (MSE)

ED 344 459 FL 020 159

three conclusions: (1) each institution is making an active and sincere effort to plan and conduct faculty development activities to meet personnel needs; (2) institutions need technical assistance in maintaining a current assessment of the professional development needs of technical/vocational personnel; and (3) there is a need for assistance in planning and conducting activities to meet the identified professional development needs. The study recommended that the research and personnel development activities be continued. (The questionnaire is appended.) (KC)

ED 344 006 CE 060 719

Designing and Implementing Workforce Literacy: Programs in Partnership with Business and Industry. Handbook for Community Colleges and Technical Institutes in Texas. First Edition.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- Jun 91
NOTE- 265p.; Prepared by the Texas Workforce Literacy Consortium.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Colleges; *Cooperative Programs; Curriculum; Curriculum Development; Definitions; *Educational Research; *Educational Resources; *Education Work Relationship; *Employer Employee Relationship; Employment Potential; Job Skills; Literacy Education; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; School Business Relationship; Student Evaluation; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Workplace Literacy

This handbook presents research findings from recent work force literacy programs, practical applications for workplace literacy programs, and resources for community colleges and technical institute personnel to use in forming partnerships with business and industry. Following a list of project staff, an acknowledgements section, and a brief preface concerning the consortium that developed the handbook and the reasons why it is needed, the handbook consists of five main sections. The first of these introduces the idea of work force literacy research review on the nature of the adult learner; 22 references are cited. The next section presents an overview of the development and management of a work force literacy program partnership. Appendixes to this section include materials that can be used in setting up a program/partnership. A review of literature and 44 references are also included. This is followed by a section concerning assessment and evaluation. The section includes an overview, appended assessment materials, a literature review, and 52 references. Next, an overview of curriculum and instruction for work force literacy programs is presented; it includes an appendix of curriculum material samples, a review of literature, and 36 references. The final section includes a glossary, publishers' addresses, newsletter listings, suggested readings and resources, and a list of the consortium's advisory committee members. (KC)

ED 344 007 CE 060 720

Lockwood, Fred

results, four segments were most beneficial: assertiveness training; self-understanding; awareness of sex bias; and the inclusion of male participants in the spring workshop. For future workshops, continued emphasis will be placed on accepting responsibility and on the role self-esteem plays in sex biases and stereotyping. (Supplemental materials on publicity and financial need are briefly mentioned, and a registration form and the sex equity final/annual report statistical information 1987 are included.) (NLA)

ED 344 025 CE 060 765

Elimination of Sex Bias and Sex Stereotyping. Women in Management. Annual Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 1 Jul 87
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Attitude Change; Behavior Change; *Change Strategies; *Equal Education; Females; *Managerial Occupations; Program Effectiveness; Program Evaluation; Program Implementation; Resource Centers; Sex Bias; *Sex Fairness; Sex Stereotypes; Social Change; Two Year Colleges; *Women Administrators

Programs, services, and activities initiated by a project designed to meet special community needs arising out of the changing roles and expectations of men and women are described in this report. During 1986-87, 245 individuals participated in the project's program activities. Program objectives included the following: assess and define barriers to equity; understand how stereotypes are developed and how to build new images; become aware of new strategies for women as leaders; suggest solutions to equity barriers; understand the benefits of a positive image; discuss ways to eliminate sexism; and make students aware of opportunities. Activities included a seminar, "Women Leaders in Today's World"; a session, "Factors Affecting the Career Decision Making Process" for the High School Career Day at Ashland Community College; a "Women in Management" networking luncheon; establishment of a resource center for sex equity materials; and workshop on a "Bill of Rights" for Men and Women." Program evaluations indicated that activities were well presented and valuable. (The six-page report is followed by these supplemental materials: seminar materials, including correspondence, newspaper announcements, agenda, workshop pre/posttest; networking luncheon materials, such as correspondence, agenda, discussion topics, and an article on networking by Leslie Smith; annotated bibliography of resource materials; workshop materials; and program evaluations.) (YLB)

ED 344 026 CE 060 766

Northern Kentucky University ReEntry Center, 1980-1990. 10 Year Anniversary Celebration.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)

widening skills gap between employer needs and worker skills. Larger firms were more likely to anticipate making large investments in new technology. Employers reported a nearly 300% increase in the number of jobs requiring some postsecondary education. A central theme in the relationship between work force preparedness and economic prosperity is the importance of human capital in the future economic equation. Much of the economic future will depend upon the forgotten half of the student population, those who may find themselves considered functionally illiterate. There is a need for greater attention to elementary-secondary and adult literacy. (Responses to open-ended survey questions and 65 references are included.) (NLA)

ED 344 043 CE 060 815

Lachs, Avraham
The Effects of J.T.P.A. Approved Training on Earnings and Job Satisfaction.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Programs; Employment Potential; Entry Workers; Federal Legislation; *Income; *Job Satisfaction; *Job Training; *Outcomes of Education; *Program Effectiveness; Unemployment; *Vocational Followup
IDENTIFIERS- *Job Training Partnership Act 1982

A study was conducted to determine the effects of Job Training Partnership Act (JTPA) approved training on the income and job satisfaction of its graduates. It was designed to determine whether participants in approved training programs did go on to careers that were monetarily and psychologically more rewarding. A group of 28 persons (14 males and 14 females) who completed approved training programs while collecting unemployment insurance were interviewed. Only half of the respondents reported higher starting pay compared to their previous jobs. Because employers tended to place more emphasis on experience than education when fixing salary rates, the finding that 50 percent increased starting wages was gratifying. When this finding was combined with the overwhelmingly positive response to the question regarding anticipation of higher future earnings, it was concluded that the approved training program was economically beneficial over time to its graduates. Seventy-one percent of respondents reported an increase in satisfaction with their new careers. Three quarters of those who reported no increase in satisfaction believed that over time their satisfaction level would be higher in their new careers. Suggestions for future study included a study of graduates with 5 or more years of experience in new careers and comparison of their wages with those with 5 years' experience in the graduates' former fields. (YLB)

ED 344 044 CE 060 816

Hands and Minds: Redefining Success in Vocational Technical Education.
SPONS. AGENCY- William T. Grant Foundation, Washington, DC. Commission on Youth and America's Future.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

ED 344 061 CE 060 860

Funding Resources for Vocational Special Needs Programs. Annotated Resource List.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 21p.; Compiled by the Technical Assistance for Special Populations Program, University of Illinois.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Annotated Bibliographies; Disabilities; *Educational Finance; Education Service Centers; Information Services; Newsletters; Organizations (Groups); Reference Materials; Resource Materials; Special Education; *Special Needs Students; *Special Programs; *Vocational Schools

This annotated resource list describes funding resources for vocational special needs programs. These resources are grouped under the following headings: references, newsletters, organizations, and centers for education/information services. Each entry may contain the following: title, source, address and phone number, contact, abstract, number of pages, and price. There are 14 references, 8 newsletters, 13 organizations, and 9 centers for education/information services. (NLA)

ED 344 062 CE 060 862

Key Issues in Vocational Education: Tip Sheet for Education Writers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Articulation (Education); Career Choice; Career Ladders; Educational Change; High Schools; *Integrated Curriculum; Journalism; Magnet Schools; Occupational Clusters; *Performance Factors; Postsecondary Education; *Standards; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Tech Prep

This tip sheet provides information on key educational reform issues and advises education writers on covering vocational education. Part one, Key Educational Reform Issues Areas, addresses three issues: integrating academic and vocational education, tech prep, and performance standards and measures. Eight integration models are described: incorporating more academic content; combining academic and vocational teachers; making academic courses more vocationally relevant; curricular "alignment"; requiring a senior project; initiating an academy model; developing occupational high schools and magnet schools; and focusing on occupational clusters, career paths, and occupational majors. Other policies for course approval, funding, and teacher training are outlined that could be used to support academic and vocational integration. Seven types of tech-prep programs are identified: traditional agreement, advanced placement, "two plus two", enhanced technical education, more information, nonduplication, and modified curriculum. Measures and standards are addressed in three broad categories: learning, labor market, and accessibility. Part

description. An 11-item reference list provides the following: title, publisher, author, product information, ordering address and telephone number, and cost. Also included with this document is a newsletter article: "The Large Matter of Small Business." (NLA)

ED 344 081 CE 060 903

Computers & Literacy: Curricula & Guides. Adult Literacy Series.
PUB DATE- Apr 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Basic Skills; *Computer Assisted Instruction; Computer Software; Instructional Materials; Job Skills; Job Training; Labor Force; Reference Materials; Technological Advancement
IDENTIFIERS- *Workplace Literacy

This brief lists computer-based adult literacy training materials. The listings are divided into three sections: work force/workplace literacy curricula; general curriculum/program development; and guides and research reports. The first section contains nine programs or sets of program materials (including computerized and print materials): Basic Academic Skills for Employment; Aptitude and Interest Based Career Decision assessment tests; Reading and Math in the Workplace; A Systems Approach for Workplace Literacy Assurance and The Occupational Skills Analysis System; Education for Employment; Job-Trails; ROAD (Real Opportunity for Advancement and Development) to Success; SkillWorks; and Workplace Literacy System. The second section lists eight curricula: Autoskills Component Reading Subskills; COMPRIS, Inc.; Core Reading and Vocabulary Development Program; Graffiti One, In The Print Shop, and Accent Improvement; Adult Literacy Word Processor; The GOAL Series; The Pathfinder Learning System; and Project STAR: Sequential Training for Adult Reading. Ten guides/reports are listed: Adult Basic Education Resource Guide; Computer Applications in Reading; Keystrokes to Literacy; Software Buyer's Guide; Technology for Literacy Project Evaluation; an article in the Journal of Reading ("Using Computers in Adult Literacy Instruction"); using Technology in Family Literacy Programs; SALSA Pilot Project Research Report; Lessons Learned; and Evaluation of the IBM PALS (Principles of the Alphabet Literacy System) Program. Entries may contain the following: contact name, organization, address, telephone number, and program and instructional material description. Two articles are reprinted in this document: "The Case for Computers" and "Computer Update--Emerging Issues." (NLA)

ED 344 082 CE 060 904

Developing Competence: Guidelines on Implementing Provision Leading to Employment-Led Qualifications for Learners with Disabilities and Learning Difficulties. Transition to Employment. Bulletin 1.
SPONS. AGENCY- Department of Employment, London (England).
PUB DATE- 91
NOTE- 40p.; For a related document, see ED 341 782.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

ED 344 099 CE 060 934

Legislation Relating to Reemployment Rights, Educational Assistance, and the U.S. Court of Veterans Appeals. Hearing before the Committee on Veterans' Affairs, United States Senate, One Hundred Second Congress, First Session (May 23, 1991).

PUB DATE- 92
NOTE- 433p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Court Role; *Employment Practices; Enlisted Personnel; Federal Aid; Federal Courts; *Federal Legislation; Hearings; Laws; Military Service; Officer Personnel; Personnel Policy; Public Policy; Student Financial Aid; *Veterans; *Veterans Education
IDENTIFIERS- Amendments; Congress 102nd; Court of Veterans Appeals

Five bills were discussed at this hearing: (1) S. 1050, which would allow the court to accept voluntary services and gifts and bequests; (2) H. R. 153, which would make certain technical amendments and modify various provisions relating to the court's operations and administration; (3) S. 868, which would improve educational benefits for active duty servicemembers and reservists who served during the Persian Gulf War; and (4) S. 1095 and (5) H.R. 1578, both of which would revise reemployment rights laws. Testimony included statements and prepared statements from the following: U.S. Senators Cranston, Jeffords, Simpson, Specter, and Thurman and individuals representing the University of Texas; Veterans' Employment and Training, Department of Labor; Reserve Affairs, Department of Defense; Paralyzed Veterans of America; AMVETS; Disabled American Veterans; Department of Veterans Affairs; National Veterans Affairs and Rehabilitation Commission; Office of Personnel Management; American Legion; Veterans of Foreign Wars of the United States; U.S. Court of Veterans Appeals; and Department of Justice. Appendixes include the five bills being considered, statements, views on S. 1095 and H.R. 1578, and written questions and responses. (YLB)

ED 344 100 CE 060 936

Vocational Education. Annual Performance Report. Program Year 1991.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 31 Dec 91
NOTE- 124p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Vocational Education; Community Organizations; Consumer Education; Curriculum Development; Demonstration Programs; Disabilities; Disadvantaged; *Educational Finance; Educational Legislation; *Federal Aid; Federal Legislation; Homemaking Skills; *Labor Force Development; Limited English Speaking; Nontraditional Occupations; Occupational Home Economics; Postsecondary Education; Program Development; *Program Improvement; Secondary Education; Sex Fairness; Special Needs Students; Staff Development; State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Texas

This annual performance report presents the results and accomplishments of Texas vocational education programs,

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Fathers; *Home Management; *Motherless Family; One Parent Family; *Parent Child Relationship; *Parenting Skills; Parent Role; Prevention; Substance Abuse

This guide, written for single fathers, is designed to give a quick, easy reference for parenting skills. The foreword states that the job of fathers is to know what information children need to make correct decisions in their lives and how to get the material to them in time for them to make the best "shot" and to win the game of life. Philosophy and information are presented for the following topics: a look at the past; guidelines for fathers; communication; discipline; crisis prevention; house rules; being a winner; school; college age children; time management; budgets; goals; home work for fathers; family members as resources; creating a memory; being accountable; honesty; childrens' health; rules for harmony; gifts and wish lists; running a home; kitchen; housework; and arranging the day. Information is also included about how the book will be marketed. A glossary of terms is provided. Fifty ways to say "no" to drugs are listed. Finally, sample forms are provided for assistance in goal-setting, and providing information for the babysitter. (LLL)

ED 344 118 CG 024 110

Dulaney, Sue
Stop! Look! Listen! For a Healthier, Happier Teen-Agers.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Career Guidance; Daily Living Skills; Goal Orientation; *Self Evaluation (Individuals)

This program is designed to help adolescents make responsible choices, take control of their lives, and learn their true interests. The ultimate goal of the program is to make the participant more employable and to direct thinking toward building a personal resume. The program is divided into 14 weekly sessions. Some parts require the student to read and think about what is written down, such as forming healthy relationships. listening skills, and reasons to set goals. Other parts require the adolescent to write about different subjects such as things they like about themselves, things they want to change, and jobs they would like to have. Topics for the weekly sessions are as follows: (1) developing a buddy system; (2) time management; (3) test taking; (4) ways teenagers learn; (5) listening skills; (6) self-improvement; (7) goals; (8) requirements for healthier relationships; (9) successful people; (10) developing self-confidence; (11) budgeting; (12) needs; (13) nutrition and exercise; and (14) evaluation. (LLL)

ED 344 119 CG 024 111

Dulaney, Sue
Stop! Look! Listen! For a Healthier, Happier Lifestyle.
PUB DATE- 92

identify a broad based ideal role based on prevention, remediation, and commitment functions that do not include sub-professional duties. (LLL)

ED 344 137 CG 024 130

Stickel, Sue A.
Chaos Theory: Implications for Nonlinear Dynamics in Counseling.
PUB DATE- 5 Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Psychology; *Counseling Techniques; *Counseling Theories
IDENTIFIERS- *Chaos Theory

The purpose of this paper is to explore the implications of chaos theory for counseling. The scientific notion of chaos refers to the tendency of dynamical, nonlinear systems toward irregular, sometimes unpredictable, yet deterministic behavior. Therapists, especially those working from a brief approach, have noted the importance of the client's situation upon entering therapy and that a single therapeutic session can promote substantial changes. The interest of chaos theory for the counselor may lie in its ability to provide metaphors for understanding the complexity of the client's life situation, among them sensitive dependence, turbulence, strange attractors, and iteration. Sensitive dependence on initial conditions is the notion that small variances multiply and later magnify to a point of crisis or chaos. Turbulence is a mess of disorder at all scales. Turbulence has implications for the conditions that bring clients to therapy. Entrance into therapy is thus not a random event, but usually occurs in the context of the complex interpersonal and developmental changes within and around an individual. The analogy to chaos is that therapy may begin in the process of the movement from smooth to turbulent flow. In phase space, all that is known about the state of a dynamical system at a single moment can be collapsed to a point. Phase space is composed of as many variables as needed to describe a system's movement. The chaos pattern or strange attractor is the shape of the map that results. Iteration is the simple repeating of a certain function using the previous output as input for the next operation; a feedback loop. A case presentation is used to illustrate the metaphors that chaos may provide for the process of counseling. (LLL)

ED 344 138 CG 024 131

Chambliss, Catherine; And Others
Self-Esteem and Attitudes toward Love in Abused and Non-Abused Women.
PUB DATE- 92
NOTE- 19p.; Paper presented at the Annual Delaware Valley Consortium of Colleges and Universities (5th, Collegeville, PA, April 4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Battered Women; College Students; Higher Education; Interpersonal Attraction; *Love; *Personality

more appropriate for men than for women, heavy drinking by women frequently has been viewed in terms of deviation from traditional sex roles. This study was conducted to examine the relationships among overt behaviors, interests, and attitudes consistent with traditional sex roles and with patterns of alcohol use. Four hypotheses were tested: (1) that heavy drinking is associated with higher scores on measures consistent with more traditionally masculine behaviors and interests; (2) that light drinking is associated with higher scores on measures consistent with more traditionally feminine behaviors and interests; (3) that sex-role orientation may be a better predictor of drinking pattern than is biological gender; and (4) that the weight of a person may be a better predictor of the amount of drinking than the gender. Data were collected on 154 undergraduate students (68 men and 86 women) who completed the Demographic Questionnaire, the Drinking Habits Questionnaire, and the Sex-Role Behavior Scale-2. The results generally supported the four hypotheses. It appears that it is the sex-role orientation, rather than biological sex per se, that accounts most strongly for the differences in alcohol consumption. The fourth hypothesis concerning weight and alcohol consumption was partially supported. (Author/NB)

ED 344 157 CG 024 150

Eby, Lillian T.; Buch, Kimberly
Gender Differences in Coping with Involuntary White Collar Job Loss.
PUB DATE- Mar 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; *Coping; *Dislocated Workers; *Job Layoff; Job Satisfaction; Models; Outplacement Services (Employment); *Sex Differences; *White Collar Occupations

Corporate restructuring has resulted in involuntary job loss for a significant number of white collar workers. This study investigated gender differences in reaction to involuntary job loss and tested a model of career gorwth through job loss. Former clients, 456 males and 62 females, of a nationwide outplacement firm completed a questionnaire that measured the two criteria that were chosen to operationalize the construct of career growth (new job satisfaction and a retrospective perception of the benefits of job loss as outweighing the costs) and seven predictor variables (pre-job loss satisfaction, post-job loss activity level, long-term financial impact, level of post-job loss family support, degree of family flexibility, level of post-job loss friend/coworker support, and current emotional level). Data were subjected to t-tests, chi-squares, and separate stepwise regression procedures. The results supported and extended the Latack Dozier model of career growth through job loss. The overwhelming response to job loss was career growth for both sexes. Significant gender differences were found on several variables: salary prior to job loss, salary at the current job, age, overall quality of work life at the new job, new job satisfaction, post-job loss family support, and post-job loss friend/coworker support. (Author/NB)

ED 344 158 CG 024 151

passion, and decision/commitment; esteem for another; or sexual relations. Persons with high self-esteem are the people who while acknowledging a fault or faults still think of themselves as worthwhile. In contrast, those with low self-esteem think of themselves as seriously and quite possibly permanently flawed individuals. Early in existence people encode certain characteristics as being particularly enticing and, during later development, upon perceiving those attributes in another person, one's coded message pulls one toward that other person. The love that recommends marriage is variable, perhaps falling along a continuum from no-love to consummate love. Relationship problems tied to self-esteem can appear as incompatibilities; mid-life crises; perfectionism; fear of abandonment; failure to communicate; and outgrowing the relationship. In self-esteem work in couples counseling the counselor's task is to determine just what interferes with the client's developing sense of personal adequacy. That identification points the counselor's efforts in a particular direction. In this counseling each partner can be asked to live purposefully, at least in regard to examining their relationship. (ABL)

ED 344 176   CG 024 169

Palisi, Anthony T.
Romantic Jealousy and Self-Esteem.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Counseling Theories; *Interpersonal Relationship; *Jealousy; *Marital Instability; *Marriage Counseling; *Self Esteem

Like a fire out of control, jealousy can reduce a marriage to rubble. It can leave self-esteem ruined. Although oversimplified, the pathologically jealous person regards even slight signs as conclusive evidence of betrayal. Where jealousy arises exclusively within a relationship then a counselor might examine the jealous person's self-concept and the connection between the person's thoughts and affects that influence his or her behavior. In avoiding, a jealous person could increase costs or lower rewards of a relationship or denigrate the beloved so as to make the beloved less attractive in the eyes of the world. In coping, a jealous person could change aspects of self that have interfered with the further development of the primary relationship. Not every jealous person commits to counseling at the time when the relationship is in jeopardy. Self-esteem may be a common and critical thread in uniting the various perspectives from which a counselor can approach jealousy. A jealous person's plummeting self-esteem can upset the balance between the partners in an existing relationship. The jealous person, if he or she turns to violence, usually does so after the beloved has renounced the relationship. Counselors can assess the potential for threat. First, suicide or other self-destructive behavior looms as high-probability castatrophes when significant depression coexists with persistent jealousy. When alcohol mixes with jealousy the concoction can be lethal. (ABL)

ED 344 177   CG 024 170

Palisi, Anthony T.
Self-Esteem and Couples Counseling.
PUB DATE- 92

Dickinson, Susan

Creating and Implementing a Model for Motivating Recreational Reading Using a Whole Language Approach for Secondary School Students.

PUB DATE- Jan 92

NOTE- 82p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Classroom Environment; High Schools; High School Students; Motivation Techniques; *Reading Attitudes; *Reading Habits; *Recreational Reading; *Student Attitudes; *Student Motivation; *Whole Language Approach

IDENTIFIERS- *Reading Motivation

A practicum was designed to increase the amount of recreational reading by secondary school students, and to improve students' attitude toward reading, thus decreasing disruptive behaviors in the classroom. A whole language workshop approach was implemented over an 8-month period in two high school English classes, grades 10 and 11, college preparation level, with a total of 104 students. Many of the students had the skills to read but chose not to do so. The workshop was student-centered so that students could become self-directed, choosing reading materials of interest to them. The focus of the curriculum was on reading, thinking, and discussion, and the teacher's role was that of facilitator. Pre- and post-surveys were administered to record changes in student attitudes and improvement in leisure reading. Results showed that students' attitudes toward reading improved; that more students were involved in leisure reading; that fewer disruptions occurred during sustained reading in the classroom; and that students increased the amount of their free time spent in leisure reading. While three of the four practicum objectives were not met, the improvement shown was positive in terms of overall success. (Six tables of data are included; 33 references and five appendixes containing the survey of leisure reading, leisure time survey, time analysis of a week, instrument for measuring disruptions, and reading interest quiz are attached.) (SR)

ED 344 197 CS 010 908

Clay, Phyllis L.

Summative Evaluation of the Reading Alignment Program 1990-1991.

PUB DATE- Aug 91

NOTE- 31p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Computer Managed Instruction; Grade 1; Grade 3; *Instructional Effectiveness; Primary Education; Program Evaluation; *Program Implementation; *Reading Programs; Reading Research; Reading Skills

IDENTIFIERS- Kansas City Public Schools MO

A study evaluated the Reading Alignment Program (which targets priority reading skills and encourages the use of high-performance instructional methods) in the Kansas City, Missouri, School District. Data were collected from the first and third grades of 16 selected schools. The schools were visited to determine the level of implementation of the program, program participants completed questionnaires, and district-wide Iowa Tests of Basic Skills (ITBS) and Missouri Mastery and Achievement Test (MMAT) scores were analyzed.

PA.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indians; Books; *Childrens Literature; Elementary Secondary Education; *Evaluation Criteria; Guidelines; *Reading Material Selection; *Social Bias; Textbooks
IDENTIFIERS- Ethnic Literature; *Native Americans; *Trade Books

This book is intended to help teachers, parents, librarians, or students choose non-racist and undistorted books about the lives and histories of American Indians. The book offers questions to ask when evaluating children's books for anti-Indian bias and gives examples for each. The book's 12 sections are: (1) Look at picture books; (2) Look for stereotypes; (3) Look for loaded words; (4) Look for tokenism; (5) Look for distortion of history; (6) Look at the lifestyles; (7) Look at the dialogue; (8) Look for standards of success; (9) Look at the role of women; (10) Look at the role of elders; (11) Look for the effects on a child's self-image; and (12) Look at the author's or illustrator's background. (SR)

ED 344 217 CS 213 263

Drain, Susan
The Backlash against Political Correctness--A Perspective from a Canadian Composition Classroom.
PUB DATE- Mar 92
NOTE- 13p.; Revised version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English Curriculum; *Foreign Countries; Higher Education; *Language Role; *Politics of Education; Writing Teachers
IDENTIFIERS- *Canada; *Politically Correct Communication

Politics has always made strange bedfellows, but now the public and the traditional academy are collaborating in an attack on the site of their uneasiness--what they label "political correctness as neo-fascism" and what one composition teacher calls "political correctness as challenge to ideological assumptions." In their attacks on "illiberal education," the voices of the orthodox backlash have seized upon the well-tempered, double-edged blade of political correctness and turned it into a clumsy cudgel. The central technique is publicly to discredit the efforts of many by the association with the excesses of a few. Another closely related tactic is the "slippery slope": wanting to include a non-canonical writer in a course will lead to the squeezing out of Shakespeare. Many analysts of the "political correctness" debate locate the intersection of values and language as the heart of the matter. The backlash against so-called political correctness is another manifestation of middle-class anxiety and cultural hegemony. The backlash has not really cracked into Canadian composition classrooms. Composition teachers can best point out the assumptions and limitations of existing orthodoxy (as well as alternatives) in the composition classroom, where they deal contemporary praxis. The Cultural and Critical Studies Ph.D. Program in the University of Pittsburgh (Pennsylvania) English Department combines an innovative approach to theoretically aware and historically based advanced work in English Studies with a comprehensive teacher-training program. Seminar work connects teaching and theory, disciplinary history and current practices, cultural studies and composition. Within a cultural studies context, the required two-semester teaching seminars taken by all first-time composition teachers are designed to help them compose their stances as teachers. These seminars focus on intensive reading of, followed by written assignments about, important historical texts concerning the "social mission" of English teachers. Students must reflect on their pedagogical goals, assignments, and philosophies of education. Extensive quotes from three papers by different students show that a range of positions results from these assignments. These texts represent teachers in the process of constructing and revising self-conscious positions about teaching composition within the structures of the contemporary department and university, as well as reflect diverse readings of institutional history. A shift in the paradigm of graduate training, as exemplified by the University of Pittsburgh's program, constitutes an important and progressive aspect of a cultural studies curriculum in English graduate education. (HB)

ED 344 237 CS 213 311

Madian, Jon
Language Arts, Word Processing, and the Curriculum Renewal Movement.
PUB DATE- Mar 90
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Secondary Education; *Holistic Approach; *Language Arts; Networks; *Staff Development; *Word Processing; Writing Processes
IDENTIFIERS- Expressive Writing; *Process Approach (Writing)

The curriculum renewal movement has two interconnected goals--to empower both teachers and students and to move from a skills-based curriculum to a process-based one. With so much educational effort focusing on reading and writing, and with new information supporting holistic approaches coming from psycholinguistic and language arts studies, it should not be surprising that what promises to be a far-reaching curriculum reform is beginning in the language arts. At the center of expressive writing are two ideas: that the writing be meaningful to the writer and that it generally follow the steps in the writing process. As teachers earnestly seek to reform the schools, they sense the increasing need for and the benefits derived from opportunities to network on a whole range of issues. The computer can improve the ability of teachers to design, deliver, and disseminate curricula and to use networking to help share information about curriculum design. Too often in the past, staff development has been a "training" process in which teachers were conditioned to "use" or "deliver" a prescribed curriculum in prescribed ways. Staff development in schools devoted to restructuring education will provide teachers with time and expert support that will enable them to reflect upon and refine their curriculum while working in cooperative curriculum design groups. Combining networking, the writing process, and word processing with curriculum design

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; *Community Attitudes; Community Study; Community Support; *Computer Networks; Computer Uses in Education; Elementary Secondary Education; Man Machine Systems; *Program Attitudes; *Program Effectiveness; Program Evaluation; School Community Relationship; *Telecommunications
IDENTIFIERS- Computer Communication; Interactive Communication; *Telecommunication Demonstration Program (Midwest)

A study investigated the introduction of an experimental school-centered and neighborhood-oriented communication system in a small midwestern town. It was anticipated that normal parent-teacher-school communication would be enhanced by the electronic messaging potential of the system. Researchers observed the entire adoption process from the introduction of the idea to the eventual dismemberment of the system. All 500 participating families (80% of those invited) had personal computers installed in their homes free of charge, and were linked into a neighborhood network through the local telephone company's lines. Some 350 families elected to cancel the service eventually, prompting the telephone company to cancel the program. Results from phone interviews with from 88 to 249 participating families indicated that the system failed to be adopted on a permanent basis by the target population because of: (1) technical inadequacies within the system; (2) the availability of faster, more efficient, and otherwise more desirable communication media; (3) the lack of institutional mandate to use the system; and (4) the lack of commitment to the system by local opinion leaders. (SG)

ED 344 257 CS 507 781

Kluver, Randy
The Primary Stage of Socialism: Marxism Redefined in Contemporary Chinese Political Rhetoric.
PUB DATE- Nov 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Economic Change; Foreign Countries; *Marxism; Rhetorical Criticism; Social Action; *Social Change; *Socialism
IDENTIFIERS- *China; *Political Rhetoric; Rhetorical Effectiveness; *Rhetorical Strategies

Deng Xiaopeng's rise to leadership in the People's Republic of China has been accompanied by massive economic and structural reforms. Some claim that these reforms led to the rise of the pro-democracy student movements of 1987 and 1989, and there has been a notable amount of scholarly investigation into their political and economic consequences. Deng and his pre-Tiananmen protege, Zhao Ziyang, employed a variety of rhetorical strategies that were designed to justify and legitimate the reforms in the face of orthodox Marxist opposition. The catch phrase, "primary stage of socialism," is a redefinition of orthodox Marxist theory which enabled the reforms to continue in the face of Chinese cultural constraints on political rhetoric. It enabled the reform faction in China to demonstrate

DESCRIPTORS- Elementary Secondary Education; *Foreign Countries; Governance; *School Based Management; *School District Autonomy; School Effectiveness; *School Organization; *School Restructuring

IDENTIFIERS- Australia; Canada; France; New Zealand; United Kingdom

School-based management refers to a form of educational administration in which the school becomes the primary unit for decision-making. The book is structured into five parts. In part 1, international developments in school-based decision-making and management are documented and analyzed. Described are developments in Australia, Canada, France, New Zealand, the United Kingdom (England and Wales), and the United States. In part 2, theoretical perspectives are offered examining the broad economic and political dynamics that have contributed to the use of school-based decision-making and management as an administrative study. These are complemented by perspectives in practice in part 3 that address other responsibilities of people at the school level. Part 4 contains the findings of research conducted in school systems that have moved toward school-based decision-making. Part 5 contains an analysis of school-based decision-making and management based on the contents of this book and a discussion of future prospects in the field. The 16 chapters are made up of contributions from an array of leading international experts in the field of educational studies. It is written from a wide range of perspectives from educational disciplines to organizational application. (RR)

ED 344 277 EA 023 628

Glickman, Carl D., Ed.

Supervision in Transition: 1992 Yearbook of the Association for Supervision and Curriculum Development.

PUB DATE- 92

NOTE- 215p.; Chapter 13 is under separate copyright and may not be reproduced.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- *Administrator Role; *Curriculum Development; Elementary Secondary Education; Instructional Improvement; *School Restructuring; *School Supervision; *Teacher Role

Current restructuring of education calls for more teacher involvement in the planning and delivery of instruction. This yearbook gives examples of teacher involvement as it updates the supervision process. Four sections include 13 essays by various authors. The first section is entitled "The Context" and includes four essays: (1) "Policy and Supervision" (Linda Darling-Hammond with Eileen Sclan); (2) "Searching for a Common Purpose: A Perspective on the History of Supervision" (Frances S. Bolin and Philip Panaritis); (3) "Changing Perspectives in Curriculum and Instruction" (James Nolan and Pam Francis); and (4) "Teacher Empowerment and the Development of Voice" (Andrew Gitlin and Karen Price). The second section, entitled "The Practice," also includes four essays: (1) "Restructuring in a Large District: Dade County Florida" (Gerald O. Dreyfuss, Peter J. Cistone, and Charles Divita, Jr.); (2) "Peer Assistance in a Small District: Windham Southeast, Vermont" (Susan James, Daniel Heller, and William Ellis); (3) "School Renewal in Chaska, Minnesota, Independent District #112" (Jean A. King and Carol J. Ericson); and (4) "A View from the Central Office" (Edward F. Pajak). Section 3, entitled "The Preparation," awareness, detecting functional and educational disabilities early, providing a continuum of services, involving children and their parents, employing a variety of approaches, developing the clinical educator role, and providing administrative integration and support. Specific actions are recommended, along with a topical list of 121 books and articles. (MLH)

ED 344 297 EA 023 854

Skillern, P. A.; And Others
Stress Factors of Middle School Teachers.
PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Problems; *Educational Environment; Intermediate Grades; *Interpersonal Relationship; Junior High Schools; *Middle Schools; *Stress Variables; *Teacher Response
IDENTIFIERS- *Indicators; Isolation (Professional); Kentucky

This paper reports on a research project to identify school program criteria producing the highest teacher stress levels for three new middle schools. The middle-school environment embodies specific concepts endemic to educating adolescents. The new middle schools opened with teachers who were unfamiliar with both middle-school concepts and with each other. The research was completed at the end of the first full year of middle-school operation and addressed both personal and professional stress indicators. A survey based on a Likert forced-choice method was developed and administered to every middle-school teacher in the three new schools. Results indicated that teachers were most stressed by three concerns: increased length of the school day, competition generated among students and teachers, and overall lack of communication. Results were compared with teacher and school demographic factors for quantitative analysis, but no significant factors were determined. Findings were useful in reducing teacher stress levels for the upcoming school year. Three tables summarizing each school's stress indicators are appended. (8 references) (Author/MLH)

ED 344 298 EA 023 864

Covey, Donald D.
Implementing the Eight Correlates of School/Site-Based Management. A Working Handbook.
PUB DATE- Feb 92
NOTE- 180p.; Paper presented at the Annual National Effective Schools Conference of the National School Conference Institute (9th, Phoenix, AZ, February 6-10, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrator Guides; *Change Strategies; Decentralization; Educational Change; Elementary Secondary Education; Policy Formation; Public Schools; *School

ED 344 318   EA 023 892

Hirsch, Donald
Schools and Business: A New Partnership.
PUB DATE- 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Studies; Context Effect; *Cooperative Programs; *Educational Improvement; Education Work Relationship; Elementary Secondary Education; Foreign Countries; *Influences; *School Business Relationship
IDENTIFIERS- Canada; *Europe; *Partnerships in Education; United States

In response to states' serious shortcomings in preparing pupils for the work force, this decade has seen an explosion of new contracts between schools and outside individuals and organizations. This report focuses on business-school partnerships, specifically what makes them work well and how they influence education and business. Partnerships tend to involve a gradual building of trust. Effective partnership is a dynamic process concerned with changing aspects of educational systems and formulating joint, mutually beneficial goals. Employers have strong reasons for trying to influence education, including raising academic standards, making education more relevant, and introducing new skills. Some partnerships have attempted to develop new learning styles, improve vocational education, forge new school-work linkages, broaden teachers' work experience, apply private-sector wisdom to school management, and make changes in business behavior, especially in recruitment and training. National context has strongly influenced what partnerships have been able to achieve in each Organisation for Economic Cooperation and Development (OECD) country. The report closes with 24 case studies describing examples of school-business partnerships in OECD countries, including the United Kingdom, Canada, Italy, Austria, Germany, France, Sweden, the Netherlands, and the United States. Appendices provide addresses for further information and names of Center for Educational Research and Innovation (CERI) expert group members. (MLH)

ED 344 319   EA 023 893

Cusack, Sandra A.; And Others
Reconceptualizing Leadership in Retirement: Problems with the Organizational Effectiveness Approach in Working with Seniors.
PUB DATE- Apr 92
NOTE- 23p.; Paper to be presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Leaders; Foreign Countries; Leadership; *Leadership Styles; *Older Adults; *Organizational Effectiveness; *Retirement
IDENTIFIERS- *Canada

This paper challenges the dominant view of leadership, the organizational-effectiveness approach, and proposes a different concept of leadership in the context of retirement. A premise is that the organizational-effectiveness approach is inadequate substandard buildings. These children are required by law to enter schools that are structurally unsound, environmentally unsafe, or shoddy places for learning. This report summarizes findings of a nationwide study of U.S. public school buildings conducted by the American Association of School Administrators. The study compiled existing data on the nation's public school buildings, educational finance, school energy and environment concerns, and operational cost-cutting measures. These data are augmented by an Educational Research Service study that used a random sample of 2,418 elementary and secondary school administrators. Key findings are presented concerning the condition of school facilities, state and local governments' ability to meet financial needs, the status of schools' energy efficiency efforts, existing opportunities to cut school operating costs, and the leadership void in federal and state governments to deal with these vital concerns. Included is a fact sheet on major findings and a list of recommendations. (MLH)

ED 344 340 EA 023 920

The Wisconsin Administrator Selection Guide.
PUB DATE- 91
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Selection; *Boards of Education; Elementary Secondary Education; Guidelines; *Management Development; *Superintendents
IDENTIFIERS- *Wisconsin

This selection guide is written for school board members in Wisconsin and in other states where school boards have the major responsibility for selecting their chief administrator. The superintendent selection process has recently become complicated by a perceived lack of qualified candidates and the growing use of administrator recruitment consultants. Intended for school boards conducting their own search and for those employing outside sources, this guide provides a background perspective and is designed to help boards identify and develop administrative talent within the district and maximize retention of administrators making significant contributions. Chapter 1 asserts that societal change has immediate and long-range implications for school boards and for the superintendent's selection and role. Chapter 2 argues that societal change is demanding new visionary leadership for today's schools and society. Boards can use chapter 3 to assess their organizational effectiveness and readiness to create a situation ensuring superintendent success. Chapter 4 details how to recruit and select a new superintendent, and chapter 5 explains the board's role in continuing leadership support after hiring the superintendent. The guide has appendices containing a sample position profile, position descriptions, legal issues, and sample forms helpful in expediting the recruitment process. A partially annotated bibliography provides 51 references. (MLH)

ED 344 341 EA 023 924

A New Compact for Learning: Improving Public Elementary, Middle, and Secondary Education Results in the 1990s. Includes 1991 are made for ways in which agencies and professionals who work with persons with developmental disabilities can support the further growth of self-advocacy. (32 references) (JDD)

ED 344 360 EC 301 086

Turnbull, H. Rutherford, III
The Communitarian Perspective: Thoughts on the Future for People with Developmental Disabilities.
SPONS. AGENCY- North Carolina Developmental Disabilities Planning Council, Raleigh.
PUB DATE- Oct 91
NOTE- 55p.; Paper presented to the North Carolina Developmental Disabilities Planning Council.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Development; Community Programs; Community Role; *Developmental Disabilities; Futures (of Society); Government Role; History; *Humanism; Individualism; Needs Assessment; *Normalization (Handicapped); *Public Policy; Rehabilitation; Social Development; Social Integration; *Social Values
IDENTIFIERS- *Interdependence

This paper identifies three different historical perspectives about citizens with developmental disabilities and their relationships to their fellow citizens and to state and federal governments. These perspectives are compared and contrasted as a basis for thinking about the future. A chart illustrates the perspectives of a distant past, a more recent past, and the present. For example, the perspective on individuals with disabilities has moved from a person possessed, to a person as a mechanism, to a person of the whole. Intervention efforts have moved from a hopelessness to intervene, to rehabilitating the person, to a dual focus on the person and the environment. The dominant political, legal, and economic values of America--liberty, equality, and community--are discussed, and the problems with individualistic utilitarianism when applied to individuals with disabilities are outlined. The paper proposes thinking about people's lives in a "communitarian" way, focusing on the interdependence of people and their duties to a common good. The roles of policymakers in the field of developmental disabilities in addressing the issues of interdependency are discussed, with recommendations in 13 categories including: generic agencies' roles, informal support, family-focused action, supported employment, financial sustenance, special education, quality assurances, self-advocacy, monitoring and protection, governmental structure, courts and judicial administration, research, and prevention. (19 references) (JDD)

ED 344 361 EC 301 087

Attention Deficit Disorder Study Group. Final Report.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
PUB DATE- Oct 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attention Deficit Disorders; Educational

(CEC) was surveyed concerning their use of the CEC Standards for Professional Practice. Responses received from 381 members found that 51 had a copy of the standards and had used it, while 330 did not have a copy and had not used the standards. The "yes" respondents indicated that each of the 64 standards was used by at least one respondent. Three standards were used by more than 50% of the "yes" respondents: using appropriate methods and curricula, maintaining class size and case load, and keeping efficient and objective records. Highest frequency reasons for not using the standards were not knowing of their existence, and not knowing enough about professional ethics because it was not included in teacher preparation programs. The paper calls for the CEC to take leadership actions to disseminate knowledge about the standards. (JDD)

ED 344 380 EC 301 108

Choisser, Lucy; Kiburz, Paul
Early Childhood through Post-School Transition Planning: A Comprehensive Outcomes-Based Model for Special Education.
PUB DATE- Oct 91
NOTE- 145p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Advisory Committees; Agency Cooperation; *Disabilities; Early Childhood Education; *Educational Planning; Educational Practices; Education Work Relationship; Elementary Secondary Education; Individualized Education Programs; *Long Range Planning; *Models; Outcomes of Education; Program Implementation; Social Integration; Student Participation; *Transitional Programs
IDENTIFIERS- Iowa

This guide attempts to describe an outcome-oriented transition model and planning process that educators, families, and community service providers have found feasible to implement; that results in relevant educational interventions for individual students; and that reflects promising practices in the field of education. The intent is to provide a "picture" of what promising practices may entail and the steps that will allow educators to replicate the "picture" in their schools. Chapter One presents the goals of transition planning, the transition model developed by Area 10 of Iowa's Department of Education, and assumptions for model implementation. Chapter Two describes the transition planning process and considerations for implementing the process at each model level. Chapter Three offers suggestions on ways to assess student preferences and to involve students in the planning process. Chapter Four provides considerations for and examples of including transition goals and objectives in the Individualized Education Program. Chapter Five discusses the area of post-school community adjustment, interagency collaboration, the provision of an array of service options, follow-along/follow-up services to graduates, and program evaluation activities. Appendices provide samples of long-term planning worksheets, information on establishing a transition advisory committee, and follow-up/follow-along tools. (39 references) (JDD)

ED 344 381 EC 301 109

The interview questionnaire is provided in an appendix. (12 references) (JDD)

ED 344 400 EC 301 129

Pawl, Jeree, Ed.
Learning through Supervision and Mentorship.
PUB DATE- Dec 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- At Risk Persons; *Disabilities; *Early Intervention; *Family Programs; *Infants; Mentors; Professional Development; Program Administration; *Staff Development; Staff Role; *Supervision; Supervisory Methods

This newsletter theme issue focuses on the value of supervision in developing personnel in programs for infants with disabilities and their families. The first article, titled "Learning through Supervision and Mentorship To Support the Development of Infants, Toddlers and Their Families" (Emily Fenichel), is an essay explaining the thinking of the National Center for Clinical Infant Programs' Work Group on Learning through Supervision and Mentorship. The essay discusses the essential features of supervision and mentorship, including reflection, collaboration, and regularity. "The Professionalization of Early Motherhood" (William M. Schafer) describes four developmental stages in the professionalization of early motherhood that is demanded of the infant mental health specialist. The four stages are the crisis of acceptability as an attachment figure, the crisis of competence to be a maternal figure, crisis of commitment to remain a maternal figure, and crisis of confidence in the outcome of one's maternal activity. "The Supervisory Relationship: Integrator, Resource, and Guide" (Rebecca Shahmoon Shanok) looks at what the supervisee and supervisor each bring to the relationship and at the ways learning takes place within it. "A Seminar for Supervisors in Infant/Family Programs: Growing versus Paying More for Staying the Same" (Judith Bertacchi and Frances M. Stott) describes a supervision seminar based on psychodynamic theory that provides a forum for exchange and helps directors broaden their professional identity to include new competencies. Other articles include: "Supervision as a Catalyst in the Evolution of an Integrated Infant Mental Health/Developmental Intervention Program" (Barbara Ivins and Nancy Sweet); "Management in the South Carolina Resource Mothers' Program: The Importance of Supervision" (Madie A. Robinson); "Toward Tenacity of Commitment: Understanding and Modifying Institutional Practices and Individual Responses That Impede Work with Multi-problem Families" (Barbara Fields); "Knowing the Players" (Kyle D. Pruett); and "Scenes from Supervision" (Judith Pekarsky). (JDD)

ED 344 401 EC 301 130

Weintraub, Angela; And Others
Facilitating Communication Development in a Language-Disordered Child.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Communication Skills; Early

Hebrew" (Ezra Mentcher); "Young Punjabi Bilinguals in Northern Ireland: Their Language Competence and Identity Structure" (Mehroo Northover); "The Influence of English on Modern Spoken Hebrew" (Deborah Northmann); "English Words and Expressions in the Irish of Inis Meain and the Use of English by the Local Community" (Ciaran Coigligh); "The Value of Literary Translation in Language Teaching" (Cormac Cuilleanain); "Cross-Linguistic Speech Act Studies: Theoretical and Empirical Issues" (Elite Olshtain and Shoshana Blum-Kulka); "Contrastive Ethology of Language" (Michael Pickering); "A First Encounter with Dutch: Perceived Language Distance and Language Transfer as Factors in Comprehension" (David Singleton and David Little); and "Language Variation and Foreign Language Teaching: Issues and Orientations" (Albert Valdmann). (MSE)

ED 344 420 FL 019 667

Mathuna, Liam Mac, Ed.; And Others
The Less Widely Taught Languages of Europe. Proceedings of the Joint United Nations Educational, Scientific, and Cultural Organization, International Association of Applied Linguistics, and Irish Association of Applied Linguistics Symposium (St. Patrick's College, Dublin, Ireland, April 23-25, 1987).
PUB DATE- 88
NOTE- 211p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Applied Linguistics; Cultural Traits; Diachronic Linguistics; Dutch; Foreign Countries; Government Role; Interference (Language); International Organizations; Irish; *Language Maintenance; *Language Planning; *Language Role; *Languages; Official Languages; Psycholinguistics; Public Policy; Rumanian; Second Language Instruction; Sociolinguistics; Television; *Uncommonly Taught Languages; Visual Aids
IDENTIFIERS- Catalan; *Europe; Gypsies; Hungary; Macedonian; Netherlands; UNESCO; USSR (Ukraine)

Papers presented at a symposium on Europe's less commonly taught languages include the following: "The Necessity of Dialogue" (Marcel de Greve); "Socio- and Psycholinguistic Interference in Teaching Foreign Languages" (Penka Ilieva-Baltova); "Satellite Television, National Television, and Video in Teaching/Learning Less Widely Taught Languages" (Zofia Jancewicz); "Can the Gap Between 'Lesser Used' and 'Less Widely Taught' Languages Be Bridged? A Status Challenge for Irish" (Liam Mac Mathuna); "Dutch, the Language of 20,000,000" (Jos Nivette); "Historical Overview of the Position of Irish" (Mairtin O Murchu); "Lesser Used Languages of the European Communities--Developments in the Recent Past and New Hopes for the Future" (Donall O Riagain); State and Non-State Supported Less Widely Taught Languages: Statutes Beat Numbers" (Yvo J. D. Peeters); "Language Groups Among the Gypsies in Hungary and Some Aspects of Their Oral Culture" (Zita Reger); The Language Situation in the Ukrainian SSR and the Issue of Less Widely Taught Languages" (Oleg E. Semenets); "Possibilities and limits of the Processes of Linguistic Recuperation: The Case of Catalan" (Miguel Siguan); "Some Aspects of Learning/Teaching Romanian as a Foreign Language" (Tatiana Slama-Cazacu); "Language Policy, Language Planning, Status Planning" (Gyorgy Szepe); and "The Variable Macedonian Standard" (Olga Miseska Tomic). (MSE)

ED 344 421 FL 019 721

writing skills and use and interpretation of illustrations, graphs, and charts. This booklet contains test items directly related and coded to the content of the fourth module, on economic organization. Items reflect a wide range of skill objectives, including application, analysis, evaluation, and synthesis, and sub-objectives based on instructional content. Strategies for remediation are provided for each objective, and strategies for assembling tests are also inclu[illegible] The test items are presented in both Spanish and Engli[illegible]5)

ED 344 438 FL 019 866

Pilipino Kindergarten Language Arts--Identity. Teacher's Handbook and Teacher's Answer Key and Student Workbook=Sining ng Wika Pangkindergarten--Pagkakakilanlan. Hanbuk ng Guro.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 80
NOTE- 618p.; For related documents, including grade 1-2 versions, see FL 019 867-871.
LANGUAGE- English; Tagalog
EDRS Price- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; Curriculum; Discovery Learning; *Filipino Americans; Identification (Psychology); Kindergarten; *Language Arts; Primary Education; Reading Materials; Resource Materials; *Self Concept; *Tagalog; Teaching Guides; Uncommonly Taught Languages

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in kindergarten is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and interaction. The "Identity Kit" includes: (1) a teacher's handbook that includes a math handbook, reading/language arts handbook, lessons, games, worksheets, and resource materials; (2) a student workbook; and (3) a teacher's answer key. Four themes are stressed in this bilingual program: child, family, community, and natural environment. The emphasis in kindergarten is on self- discovery. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB)

ED 344 439 FL 019 867

Pilipino Kindergarten Language Arts--Needs. Teacher's Handbook and Teacher's Answer Key and Student Workbook=Sining ng Wika Pangkindergarten--Mga Pangangailangan. Hanbuk ng Guro.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 80
NOTE- 691p.; For related documents, including grade 1-2 versions, see FL 019 866-871.
LANGUAGE- English; Tagalog
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; Curriculum; Discovery Learning; *Filipino Americans; *Individual Needs; Kindergarten; *Language Arts; Primary

Huettner, Alison K.
A New Look at Old English Metrics.
PUB DATE- 89
NOTE- 38p.; In: Kansas Working Papers in Linguistics, Volume 14, Number 1; see FL 020 157.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Language Research; *Language Rhythm; *Linguistic Theory; *Old English; *Poetry; *Uncommonly Taught Languages
IDENTIFIERS- *Beowulf

An alternative scansion of Old English alliterative poetry is proposed. The approach uses a binary branching template and focuses on the importance of secondary stress and unstressed syllables. Examples are drawn from the poem "Beowulf." It is argued that the alternative scansion has two advantages over both traditional and more recent generative methods of metrical analysis in that it: (1) provides a natural explanation of many apparently irregular verses; and (2) makes more accurate predictions of the relative frequencies of different verse types. (Author/MSE)

ED 344 460 FL 020 160

Michaelis, Laura A.
The Class of Indefinites in Vietnamese.
PUB DATE- 89
NOTE- 25p.; In: Kansas Working Papers in Linguistics, Volume 14, Number 1; see FL 020 157.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Grammar; Language Research; *Linguistic Theory; *Pronouns; Semantics; *Uncommonly Taught Languages; *Vietnamese

Vietnamese has a group of semantically amorphous indefinite words and phrases whose meanings appear to be refined according to the particular syntactic or pragmatic context in which they are embedded. In appropriate environments, they are the functional equivalents of the English "who, someone, anyone, whoever, everyone." Analysis of the occurrence of these words and phrases in Vietnamese suggests four basic contexts that welcome most or all of these indefinites and refine or elaborate their somewhat vague semantics. These include: (1) content questions; (2) situations in which the indefinite functions as an unidentified constant referent; (3) a broad category defined as "irrealis," which subsumes traditional polarity contexts and environments created by both desideratives and root and epistemic modals; and (4) the nomatterative, a semantic structure associated with a type of conditional construction. In each case, attention must be paid to whether the indefinite represents a constant or variable. The syntactic cues associated with each of these contexts are often not sufficiently reliable to prevent ambiguity about the indefinite's function, so both linguistic and extralinguistic information should be used to define these interpretive contexts. This account of indefinites highlights the range of indefinite functions made possible by their apparent lexical underspecification. (MSE)

ED 344 461 FL 020 161

Miner, Kenneth L.

Activities in Distance Teaching Texts; Author's Assumptions and Expectations Contrasted with Students' Perceptions and Use. Teacher and Consultancy Centre Report No. 40.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Continuing Education; *Distance Education; Educational Research; *Educational Theories; Foreign Countries; *Learning Activities; Material Development; Open Universities; Student Attitudes; *Student Reaction; Teacher Attitudes; *Teacher Developed Materials; *Teacher Expectations of Students; Use Studies

Open University course production involves a course team that is responsible for the initial planning, production, and presentation of the teaching material. Informal work sessions with other authors create an environment critical for authors' socialization into course production and the perpetuation of course team practice. This environment promotes consensus concerning the assumptions and expectations associated with the role of activities in distance teaching texts. These constitute the "espoused theories" held by authors. The difference between what authors say they do with regard to activities and what they actually do (as illustrated in their finished teaching material) resembles the distinction between "espoused theories" and "theories in use." Evidence from 23 interviews, 18 questionnaires, and 18 self-recorded tapes provided by students reveal a gross mismatch between author "espoused theories"/"theories in use" and students' perception and use of activities. Many students could identify potential benefits associated with activities--course focused, self-focused, and assignment focused. The effect of authors' "theories in use" is to create costs for many students. The most obvious is concern over available study time. In attempting to reduce this cost by adopting particular study strategies, students incur other costs. They ignore or skimp on activities, display undue deference to authors' comments, and acquire feelings of inadequacy and guilt. (YLB)

ED 344 008 CE 060 722

Smith, Gregory P.; Lillard, Jerry
Colorado Vocational Act. Twentieth and Twenty-First Annual Reports.
PUB DATE- 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; *Annual Reports; Business Education; Consumer Education; Cooperative Education; Early Childhood Education; Educational Finance; *Enrollment Rate; Food Service; Health Occupations; High School Graduates; High Schools; Home Economics; Marketing; Occupational Home Economics; Resource Allocation; *State Programs; Technical Education; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *Colorado

This document combines two annual reports on the Colorado Vocational Act for 1990 and 1991. Both reports contain the following materials: (1) a letter from the president; (2) information and fact sheet; (3) definitions; and statistical data on the following: (4) enrollment and placement trends,

DESCRIPTORS- Adult Students; *Career Development; College Students; Consciousness Raising; Creative Writing; Employment Potential; Females; Helping Relationship; Higher Education; Job Search Methods; Job Skills; Job Training; Nontraditional Students; *Poetry; Postsecondary Education; *Prose; *Reentry Students; Social Support Groups; *Student Developed Materials; *Womens Education

IDENTIFIERS- Northern Kentucky University

The original poems and articles contained in this publication were submitted by individuals who have either been through the programs offered by the ReEntry Center at Northern Kentucky University or have otherwise had their lives touched and changed by the center's existence. They are intended to illustrate the growth and achievement that these women were able to accomplish. Twelve poems by Julia Malott appear first: "Toy Box," "(Untitled)," "An Offering," "Sisters," "The Lab," "After Two," "Postures," "Cast," "Armature," "Erosion," "What We Furnish," and "Shining." Three poems by Ardella Bachmann follow: "Who Am I?," "Pain," and "Fly Away, Birdie." Other poems include the following: "A Quilted Life" and "Flight" (Patricia Borne); "(Untitled)" (Middy Eckert); "Statements" and "(Untitled)" (Sheri Eschan); "Searching Is the Key" (Kate Henry); "Tribute to My Teachers" (Joan Johanneman); "Small Town Girl" and "Sisters of the Soul" (Rita Marcum); "Another Graduation" (Deborah Shields); "The Tear" (Barbara Wells); "I Had None" (Deborah Shields); "Life Spiral" (Barbara Washington); "(Untitled)" (Christine Richardson); "This Is My Story of..." (Kimberly Adkins); and "Feeling Lost and More than a Little Afraid" (Linda Helton). Six articles are also included: "What Impact My Experience of Going through the ReEntry Center Had on My Life" (Rhonda Holland); an untitled essay by a 65-year-old widow (Virginia Kraemer); "On My Way Back" (Mary Litzler); "Who Are You?" (Mary Bush); "The Women" (Karen Malott); and "Angie's Story" (Angela Taylor). (YLB)

ED 344 027 CE 060 768

Preparing Girls To Care for Self and Families Project. Annual Report July 1, 1989-June 30, 1990.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.

PUB DATE- 30 Jun 90

NOTE- 7p.; For the 1988-1989 report, see ED 340 873.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Career Awareness; Career Education; Child Rearing; *Dropout Prevention; Dropout Programs; *Early Parenthood; High Schools; *Parent Attitudes; *Parenthood Education; *Parenting Skills; Potential Dropouts; Pregnancy; Youth Problems

IDENTIFIERS- Owensboro City School System KY

A "Parenting Girls Project" was operated within the Teenage Parent Program in the Owensboro City School System, Kentucky. Objectives involved continuation and expansion strategies: raising student assessment scores in parenting attitudes on the Performance and Attitudinal Scale (PAS), increasing student assessment scores in career awareness on the PAS, and improving scores in specific parenting skills on pre- and posttests. Of 18 girls served, 11 completed the program. All babies were developing normally. Parenting attitudes improved, and all students showed a gain in career awareness and specific parenting skills. Plans for the next year included increasing

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Demonstration Programs; *Educational Change; *Education Work Relationship; Excellence in Education; High Schools; *Integrated Curriculum; *Noncollege Bound Students; Potential Dropouts; Program Effectiveness; Relevance (Education); School Community Relationship; Success; *Vocational Education
IDENTIFIERS- Cambridge Public Schools MA; Delaware (New Castle County); Oakland Unified School District CA; Rockbridge County Public Schools VA

This report describes four programs identified as fitting the criteria of a program that bridges the worlds of learning, earning, and adulthood for all students. "Overview: Making School Work for All Students" (Linda Chion-Kenney) provides background and describes criteria to be met by schools serving needs of vocational students. "Oakland's Health and Bioscience Academy: Heavy on Science and Experience for 'Disenchanted' Students" (Jacqueline Cutler) discusses a school within a school that recruits economically and educationally impoverished students. "New Castle County, Delaware: Senior Projects Provide Anchor for Adulthood" (Vyola Willson) describes a school that requires ninth graders to begin a senior project to which coursework and shopwork are tied throughout the school years. "Rockbridge County, Virginia: Weaving together Academics and Work" (Neal Thompson) focuses on a small rural school that has eliminated the general education track and ability grouping. "Rindge School of Technical Arts in Cambridge, Massachusetts: Using the Community to Develop Student Talents" (Catherine Foster) describes a school within a school that personalizes instruction for students at risk of getting lost in a large urban high school and connects learning to the world at large. Other contents include descriptions of seven other programs, questions asked during site visits, a list of sources and materials, and a list of 23 selected materials. (YLB)

ED 344 045 CE 060 817

DOD Service Academies. Academy Preparatory Schools Need a Clearer Mission and Better Oversight. Report to the Chairmen, Senate and House Committees on Armed Services.
PUB DATE- Mar 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accreditation (Institutions); Armed Forces; Cost Effectiveness; Demography; Educational Assessment; Educational Finance; *Educational Objectives; Educational Quality; *Institutional Mission; *Military Schools; *Military Service; Military Training; Officer Personnel; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Teacher Certification

The three service academy prep schools were assessed to determine how well the schools accomplished their missions and whether they were cost effective. A review was performed at seven sites, the: Department of Defense (DOD) and service headquarters, Washington, District of Columbia; Military Academy, West Point, New York; Air Force Academy, Colorado Springs, Colorado; Naval Academy, Annapolis, Maryland; Military Academy Preparatory School, Fort Monmouth, New Jersey; Air Force Academy Preparatory School, Colorado Springs, Colorado; and Naval Academy Preparatory School, Newport, Rhode Island.

Two, Covering Vocational Education, lists reading materials, suggests important issues and questions to ask, and presents information on NCRVE resources and ordering. (NLA)

ED 344 063 CE 060 863

Tech Prep: Developing Cooperative Programs and Partnerships. National Satellite Teleconference Proceedings (Blacksburg, Virginia, October 29, 1991).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Articulation (Education); *Cooperative Programs; Educational Improvement; *Educational Innovation; Educational Trends; *Federal Legislation; Federal Regulation; High Schools; Postsecondary Education; *Technical Education; Teleconferencing; Two Year Colleges; Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Tech Prep

This document reports the proceedings of a teleconference convened to acquaint vocational education leaders and the vocational education community with the federal guidelines for "tech prep" programs as well as the elements of successful programs. About 700 down-link sites from 48 states participated in the conference, with an etimated audience of some 10,000 persons. The following presentations were part of the conference: "Tech Prep Satellite Teleconference Introduction" (David Crippens); "The New Perkins Act and Tech Prep Education" (Winifred I. Warnat); "Tech Prep Development in Postsecondary Education" (James Dixon); "Tech Prep from the Consortium and Postsecondary Perspective" (Diana Walter); "Business and Industry's Role in Tech Prep" (Royce N. Angel); and "Factors Influencing Tech Prep Planning and Implementation" (Debra Bragg). (KC)

ED 344 064 CE 060 865

Crain, Robert L.; And Others
The Effectiveness of New York City's Career Magnet Schools: An Evaluation of Ninth Grade Performance Using an Experimental Design.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admission Criteria; *Career Education; College Preparation; Computer Uses in Education; Equal Education; *Grade 9; Graduation Requirements; High School Graduates; High Schools; House Plan; *Magnet Schools; Outcomes of Education; *Program Effectiveness; Public Schools; Reading Skills; *Research Design; School Choice; *School Holding Power; Scores
IDENTIFIERS- *New York (New York); Randomization

The career magnet high school programs of the New York City (NYC) public school system were evaluated in an experimental study. The experimental design compared the ninth-grade performance of students randomly selected for magnet schools with those who

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competence; Curriculum Development; *Disabilities; Education Work Relationship; Employment Potential; *Employment Qualifications; Foreign Countries; *Guidelines; Job Skills; *Learning Problems; *Program Development; School Counseling; Secondary Education; Staff Development; *Student Certification; Technical Institutes; Vocational Education
IDENTIFIERS- Great Britain

These guidelines are designed to help British further education colleges develop programs for learners with disabilities and learning difficulties leading to competency-based qualifications. They are also helpful for local education authorities, Training and Enterprise Councils (TECs), and others involved in the planning and provision of programs for students with learning difficulties aged 14-19. Section 1 discusses purposes and use of the guidelines and identifying the college's starting point. Section 2 groups the guidelines in 11 areas relating to development of access to work-based qualifications. Each area follows a common structure. A statement of principle underlying good practice is proposed. Key questions are designed to help colleges examine how far they have developed programs for learners with disabilities and learning difficulties. The questions are supported by suggested action points giving guidance on what high quality provision is likely to demand of the college. For each section there is an illustrative example of interesting and relevant practice within further education colleges. The 11 areas are as follows: assumptions about learners, managing learning, learning programs/curricula, planning progression for students over 14, development of employment focus for learners, National Vocational Qualifications, recordkeeping, assessment, staff development, TECs, and guidance and counseling support. Appendixes include a listing of college contacts and ongoing initiatives and Further Education Unit publications. (YLB)

ED 344 083 CE 060 906

Clennell, Stephanie, Ed.
Older Students in Europe. A Survey of Older Students in Four European Countries.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 90
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Aging (Individuals); Developed Nations; *Educational Gerontology; Foreign Countries; Lifelong Learning; *Older Adults; *Student Attitudes; Student Characteristics; *Student Educational Objectives; *Student Motivation; Surveys
IDENTIFIERS- Belgium; France; United Kingdom; West Germany

A survey of older students received responses from 4,461 people aged 60 or over in four European countries: United Kingdom, West Germany, France, and Belgium. The questionnaire had three sections: students' background; information on study methods, time spent, organization of work, and use of study aids; and Approaches to Study Inventory (ASI). Striking similarities were found between respondents in all four countries, despite services, and activities for the 1990-91 program year. It is composed of three sections. Section I contains information for secondary and adult vocational education programs, services, and activities offered by local education agencies (LEAs). A discussion of state administration and an overview of secondary programs are followed by results and accomplishments of expending secondary vocational funds under the Carl Perkins Vocational Education Act, Title II, Parts A and B, and Title III, Parts A and B. Section II provides information for postsecondary and adult vocational education programs, services, and activities offered by postsecondary institutions (PSIs). A discussion of postsecondary state administration and an overview of postsecondary programs in Texas are followed by results and accomplishments of expending postsecondary vocational funds under Title II, Parts A and B of the act. Section III presents information regarding the state's quality work force planning activities, a regional planning partnership. Appendixes contain information on exemplary programs administered by each agency and enrollment tables for students served by LEAs and PSIs in the state. (YLB)

ED 344 101 CE 060 937

Hudis, Paula M.; And Others
Meeting the Personnel Needs of the Health Care Industry through Vocational Education Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 661p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; Articulation (Education); Certification; Demand Occupations; *Education Work Relationship; Health Services; Integrated Curriculum; Job Analysis; Job Skills; Labor Market; *Labor Needs; *Labor Supply; Medical Record Administrators; *Medical Record Technicians; Nuclear Technology; *Nurses; Nursing Education; Postsecondary Education; Radiologic Technologists; Radiology; School Business Relationship; Secondary Education; Supply and Demand; *Therapists
IDENTIFIERS- California (San Francisco Bay Area); *Diagnostic Imaging Occupations

A 2-year study of the health care industry in the San Francisco Bay Area identified avenues for reducing health care labor shortages. Focus was on classifications where demand was expected to grow and where current demand exceeds supply: nursing, medical imaging, medical therapy, and medical records management. A modified job analysis technique collected data through intensive interviews with subject matter experts, focus group meetings for data collection on occupational clusters, and surveys of major health care providers. Information obtained for each occupational cluster included the following: changes in settings in which these jobs are practiced, occupational skills that have changed in importance, skills important for entry-level jobs, and skills significant for career advancement. The study identified issues related to the role of educational programs in meeting labor supply and skill requirements in these occupational clusters, changing skills requirements that cross occupational clusters, and skill deficiencies identified by health care employers. Two sets of educational policy recommendations were made: one addressing integration of vocational and academic programs to increase the

NOTE- 30p.; Page containing recommended book list will have poor reproducibility because of small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Life Satisfaction; Life Style; *Parent Child Relationship; *Parenting Skills; *Parents; Quality of Life

This program helps parents to take responsibility for their actions, set a good example for their children, and discover their true interests. The program is divided into 14 weeks and includes worksheets in which the parent writes about a variety of topics such as things they like about themselves, changes they would like to make, "fun" things they would like to do, and what, for them, is the most productive time of day. Topics for the weekly sessions are as follows: (1) establish a network system; (2) time management; (3) homework for caring parents; (4) ways adults learn; (5) listening skills; (6) self-knowledge; (7) goals; (8) requirements for healthier relationships; (9) successful people; (10) developing self-confidence; (11) budgeting; (12) needs; (13) nutrition and exercise; and (14) evaluation. Lists of ways children learn to be responsible, recommended books, and 15 objectives devised to help citizens have fun by living healthier lifestyles, are appended. (LLL)

ED 344 120 CG 024 112

Bereavement and Loss Manual: For Administrators and Teachers.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Counseling Techniques; *Death; Elementary Secondary Education; Foreign Countries; *Grief; School Counselors; Suicide; Teachers
IDENTIFIERS- Canada

This manual is designed as a resource for elementary and secondary school administrators, counselors, and teachers to help develop a crisis management plan for use in the event of death of a staff member or student through illness, accident, or by suicide. The first section discusses the grieving process. Characteristics associated with grieving are outlined, and other signs and symptoms of grief are described. Information is also provided to help identify individuals who might be at risk for reacting intensely to a death. General information is presented about grief reactions in the young. The second section describes a typical crisis response team. Goals and policies for intervention from the crisis response team are discussed. The third section looks at crisis response management. This section provides points to consider when developing and implementing a crisis management plan. Also provided in this section are an action checklist, classroom pointers for teachers, and questions to assist with evaluation of the crisis management plan. The fourth section discusses the impact of suicide on the school environment. General recommendations are provided for handling such a crisis. Reference sources, a bibliography, and resource lists are included. The appendices include a suicide prevention list;

Traits; *Self Esteem

This study sought to identify personality differences in abused versus non-abused women. Abused women (N=25) were from several centers for abused women and non-abused women (N=39) were students in evening psychology classes. All subjects completed Rubin's Love Scale, the abbreviated Dominance and Romanticism Scale, Rosenberg's Self-Esteem Scale, and questions about emotional and physical abuse and personal history. It was hypothesized that abused women would score lower on the Self-Esteem Scale and higher on both the Love Scale and the Dominance and Romanticism Scale than non-abused women. In support of the hypothesis, both the physically and emotionally abused groups were significantly lower in self-esteem than the non-abused groups. Both the physically and emotionally abused groups were more likely to endorse beliefs of dominance and romanticism than the non-abused groups. The hypothesis that abused women would score higher on the Love Scale was not supported; the physically and emotionally abused groups were significantly lower on the Love Scale score than the non-abused groups. Both the physically and the emotionally abused groups were significantly lower on the Love Scale score than the non-abused groups and both were significantly older than the non-abused groups. Although experience of abuse was confounded with age, age was not significantly correlated with any of the dependent measures. (Author/ABL)

ED 344 139 CG 024 132

Lautenschlager, Gary; Morris, Debbie
Priming and Organizational Level Effects on Ethical Decision Making.
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; College Students; *Decision Making; *Ethics; Higher Education; *Organizational Theories; *Organizations (Groups)
IDENTIFIERS- *Organizational Level

The study of ethical decision making has gained considerable interest among organizational scientists due to the widespread occurrence of wrongdoing in business, industry, government and various other institutions. This study examined the effects of priming and organizational level manipulation on an individual's ethical decision-making behavior. Paulhus' (1988) Balanced Inventory of Desirable Responding, Version 6-Form W (BIDR) was used as the priming manipulation. The BIDR measures two components of socially desirable responding: impression management and self-deception. The organizational level of the person was also manipulated so that the person responsible for the unethical act was either at the same level as the subject or at a higher level. College students (N=51) engaged in an inbasket decision-making exercise where two of the memos involved ethical issues. A 2x2 analysis of variance revealed that a significant interaction was present between person and priming. Examination of the means suggested that when subjects were primed they were most likely to act ethically when someone of their own organizational level was the wrongdoer. However, subjects who were not primed were more likely to act ethically when someone at a higher organizational level was the

Tyler, Lori; Kyes, Kelly B.
Alcohol, Sex, and Contraceptive Use among College Seniors.
PUB DATE- Mar 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholic Beverages; College Seniors; Comparative Analysis; *Contraception; *Drinking; *Fraternities; Higher Education; Peer Influence; *Sexuality; *Sororities; *Student Behavior

Alcohol consumption among college students has been an issue of concern for several years and peer pressure has been identified as the most consistent and best predictor of the consumption of alcohol among college students. Peer pressure is often prevalent in the Greek organizations, which frequently are associated with campus drinking. Drinking, in turn, often has been associated with unprotected sexual activities. This study examined the differences between members of Greek organizations and non-members for frequency of alcohol consumption, sexual intercourse, contraceptive use during sex, and alcohol consumption prior to having sex. It was hypothesized that members of Greek organizations would report consuming alcohol more often, having sexual intercourse more often, using contraceptives less often, and consuming alcohol prior to sex more often than would non-Greek students. College seniors (N=165) responded anonymously to a questionnaire that assessed student membership in organizations and student participation in the behaviors of interest for each semester at college, and that contained specific questions about the student's first and most recent experience of sexual intercourse. Four 2x2x8 repeated measures analyses of variance indicated support for two of the proposed hypotheses: Greek members reported drinking alcohol more frequently and preceding sex with alcohol more frequently than did non-Greek respondents. Post-hoc chi square analyses indicated that planning sex had the most predictive value for contraceptive use. (Author/NB)

ED 344 159 CG 024 152

Sibicky, Mark; And Others
Motivations Underlying Volunteerism: Differences and Similarities between Student and Senior Citizen Volunteers.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *College Students; Higher Education; *Motivation; *Older Adults; *Volunteers

Many Americans engage in voluntary activities and many of these volunteers traditionally have been college students and older adults. A functional approach to volunteerism suggests that similar acts of volunteerism may actually reflect very different personal, social, and psychological functions for different volunteers. This study examined the functional similarities and differences between older adults (N=20) and

NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Communication (Thought Transfer); Marital Instability; *Marriage Counseling; Self Concept; Self Efficacy; *Self Esteem
IDENTIFIERS- *Couple Therapy

The components of the self system include self-concept, self-esteem, and self-efficacy. Learning that adds to identity augments self-concept. Learning that leads to self-appraisal relates to self-esteem. Learning that leads to prediction of achievement belongs to self-efficacy. Courage to persist when confronted by a "Gulp!" experience provides an understanding of self. The knowledge of self provides the material for self-affirmations, which add information to one or more components of the self system. Consequently, one feels good about one's self. If self-esteem issues are at the root of many problems disrupting couples' relationships, why not attack self-esteem head-on? Almost from the beginning of the counseling the partners speak directly to one another. In Guerney's "Relationship Enhancement" (1977) couples focus on improving conflict-resolution through communication skills training. They do not use the counselor as a conduit for their messages. The counselor is like an orchestra conductor, leading the partners through difficult passages. When one partner has completed her or his message, and the other has demonstrated empathic listening, the two switch roles. The active listener demonstrates that he or she has heard, not necessarily agrees with, what the partner has said by repeating what the expresser has said. (ABL)

ED 344 178   CG 024 171

Herman, Bruce G.; And Others
Examining Dimensions of Counseling Psychology Program Quality.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Educators; Counselor Training; *Educational Quality; Higher Education; *Program Evaluation
IDENTIFIERS- *Counseling Psychology

There seems to be a great need for institutions with common goals to know how they compare to each other. Academicians and educators are also invested in determining what the better programs are and how they compare to these programs. In this study different indicators of Counseling Psychology program quality were assessed and examined for their covariation. Specifically for the years 1983-1989, Counseling Psychology programs were ranked for their publication productivity in the Journal of Counseling Psychology, The Counseling Psychologist, and the Journal of Vocational Behavior; their presentations at the American Psychological Association's (APA) annual conventions; and perceived prestige as rated by 26 Council of Counseling Psychology Training Programs (CCPTP) Training Directors (a 41% response rate). There was a high correlation among the five indicators of program quality. Only two programs ranked in the top 10 on all six scales: University of Maryland and State University of New York at Albany. A multidimensional scaling analysis of the correlations among the five indicators revealed that the two dimensions of practical relevance versus empirical rigor and visibility versus research productivity

Results indicated that: (1) other district priorities impeded implementation of the program; (2) no improvement was seen in the percentage of schools in which all teachers used the Computer Managed Instruction (CMI) system, compared to a previous summative evaluation of the program; (3) one-third of the teachers continued to teach most, if not all, of the skills covered in the reading manuals; (4) CMI operators reported satisfaction with support for the CMI system; (5) a marked improvement in availability of the system was noted for the 1990-1991 school year; and (6) students from high-implementation schools significantly outperformed students from low-implementation schools at both grade levels and for all tests, with the exception of reading at the third-grade level, for which there was no significant difference. Recommendations suggest that the school district continue to provide implementation support for the program, and that scheduled reading time in school be protected. (Nine tables of data are included, and a list of the indicators of implementation for the Reading Alignment program is attached.) (RS)

ED 344 198 CS 010 909

Whitney, Patricia
Children's Locus of Control and Intrinsically Motivated Reading.
PUB DATE- Dec 91
NOTE- 36p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 6; *Independent Reading; Intermediate Grades; *Locus of Control; Reading Attitudes; Reading Research; *Student Motivation
IDENTIFIERS- California (San Francisco); *Reading Motivation

A study investigated the relationship between locus of control and intrinsically motivated reading for children. The entire sixth grade, totalling 53 students, of a parochial school in San Francisco was administered the Children's Nowicki-Strickland Internal-External Control Scale. A free-choice paperback reading rack provided the measure for intrinsically motivated reading. To test the hypothesis that students with an internal locus of control would be more productive readers than those with an external locus of control, a matched sample was drawn. The t-test for matched samples and the Pearson product-moment both indicated non-significant differences between intrinsic motivation of internal and external subjects. The most revealing factor was that the students felt they were "too busy" for free-choice reading. (Three figures and two tables of data are included; 23 references are attached.) (Author/SR)

ED 344 199 CS 010 910

Hunter, Susan
Reading Practices of Reviewers and Editors.
PUB DATE- 19 Mar 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Editing; *Editors; Faculty Publishing; Higher

every day with language's construction of knowledge and reality. (RS)

ED 344 218 CS 213 266

Suhor, Charles, Comp.
Trends and Issues in English Instruction, 1992--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
PUB DATE- 92
NOTE- 15p.; For the 1991 Trends and Issues Report, see ED 355 699.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; *Educational Trends; Elementary Secondary Education; Higher Education; *Language Arts; *Literature Appreciation; *Mass Media Role; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Educational Issues; National Council of Teachers of English

Information on current trends and issues in English instruction drawn up by the directors of six National Council of Teachers of English commissions, is presented in this ninth annual report by the commissions. The commissions and the three commission directors represented in the report are: (1) Commission on Curriculum (Richard Adler); (2) Commission on Composition; (3) Commission on Language; (4) Commission on Literature; (5) Commission on Reading (Patrick Shannon); and (6) Commission on Media (Barbra S. Morris). (SR)

ED 344 219 CS 213 269

Donlan, Dan
Folklore as a Data Base for Critical Thinking and Critical Writing.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Critical Thinking; *Folk Culture; Grade 11; High Schools; Theory Practice Relationship; Thinking Skills; Writing (Composition); Writing Assignments
IDENTIFIERS- Social Inquiry Model; *Writing Development

A six-activity inquiry lesson (constructed to follow the "social inquiry" teaching model) provided students in two 11th-grade English classes with practice in theory building through data gathering and writing activities. Social inquiry has six instructional stages: students (1) are presented with a puzzling situation; (2) in small groups develop hypotheses to assist them in solving the problem; (3) define their hypotheses; (4) clarify their tasks; (5) gather data; and ultimately (6) propose a solution. The lesson plan presented to the students gives detailed instructions for activities which follow the six stages of the social inquiry model, and which involve the research of professor of anthropology (and amateur folklorist) Bedrois Klogapian concerning the possible contact among three now extinct tribes in the Central California Valley. (RS)

ED 344 220 CS 213 270

holds promise that the curriculum renewal movement will achieve its two interconnected goals. (RS)

ED 344 238 CS 213 312

Degan, James N.
"Utopia, Limited": Narratives from a Writer's Workshop.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Curriculum; Higher Education; Honors Curriculum; Literary Criticism; Literature; Writing (Composition); Writing Instruction
IDENTIFIERS- Dystopia; English Teachers; Ohio State University Lima; Utopia; *Utopian Literature

When teachers claim that the idea of community serves as the inspiration for a writing course, the question of what exactly is meant by the term community is compelling. The idea of community has any number of interpretations, ranging from the idealistically inspired to the downright deranged. In the new Honors Program at Ohio State University at Lima, a course in composition and literature was taught which focused on utopias and dystopias. The objective was to read as many classic utopian/dystopian texts as possible in a 10-week course and ponder the motives behind utopian and dystopian impulses as well as how these terms can be applied to students' experiences. The location of the university, suffering from the common crises of the midwestern "Rust Belt," can hardly be conceived of as a utopia or ideal community. Students were challenged to read in a way so as to participate actively in producing the meaning of the text. Students were then asked to compose their own extended narratives describing either an utopia or a dystopia. The results of this assignment were mixed and incomplete, but nevertheless gratifying, entertaining, and in some cases, impressive. A sense of ambiguity and ambivalence concerning human communities, relationships, and especially about utopia and dystopia pervades all of the more thoughtful narratives by the students. Moreover, the assignment encouraged students to interact more dynamically with themselves and the communities in which they live. (HB)

ED 344 239 CS 213 315

Class Size Reduction Evaluation: Freshman English, Spring 1991.
PUB DATE- Apr 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Class Size; Educational Research; *English Instruction; Grade 9; High School Freshmen; High Schools; Program Effectiveness; *Small Classes; Teacher Student Relationship
IDENTIFIERS- San Juan Unified School District CA

As a result of the Morgan-Hart Class Size Reduction Act of 1989, San Juan (California) Unified School District was able to reduce the number of students in freshman English classes from over 30 to 20 in the spring semester 1991. This reduction of at least 10 students per class was a welcome change for high loyalty to orthodox Marxism, while introducing quasi-capitalistic measures into the centrally planned Chinese economy. Part of the reason for the failure of the reforms was the inability to fully legitimate the reform program without a complete revamping of Marxist orthodoxy. Any future challenge to the status quo in China will either have to demonstrate a linkage to traditional marxist theory or overcome the theory's stronghold on Chinese society. (Fifty notes are included.) (SG)

ED 344 258 CS 507 783

Harris, Alan C.
From Codpieces to Spoonerisms: Semiolinguistic Approaches to Communication in Culture.
PUB DATE- Feb 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; Language Role; *Linguistics; *Semiotics; *Verbal Communication
IDENTIFIERS- *Semiolinguistics; Shakespeare (William)

Semiotics is the scientific study of signs and sign functions. While semiotics has most often focused on human phenomena, it has been suggested that the field should be broadened to include elements of the system of signs from the entire continuum of living reality. Such an approach is to make explanatory in a relatively "universal" way what a classification of notions, principles, and procedures means for understanding the unique phenomenon of human semiosis. Semiotics is a unifying matrix that underlies most of the humanities and many of the social and behavioral sciences and impinges upon important segments of the hard sciences. One aspect of semiotics, which may be termed "semiolinguistics," pertains to intentionality with regard to the selection and application of linguistic structures and how the decision to communicate in language relates to the semiotic world. An analysis of Shakespeare's use of terms concerning fabric demonstrates the connection between an objective form and its subjectively experienced social function. Meaning may be understood as the product of the processes of symbolization achieved by a structure and formulation of rules. The semiotic approach mandates a politics of synthesis that allows for an ever more coherent level of analysis of human communication. (Thirty-one references are attached.) (SG)

ED 344 259 CS 507 785

Studdert-Kennedy, Michael, Ed.
Speech Research, Status Report July-December 1991.
PUB DATE- Jul 91
NOTE- 272p.; For previous report, see ED 340 053.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - General (020)
DESCRIPTORS- *Articulation (Speech); Communication Research; Higher Education; Infants; *Language Processing; Language Research; Models; Speech Habits; Speech Pathology; Stuttering
IDENTIFIERS- Speech Research

One of a series of semi-annual reports, this publication contains includes three essays: (1) "Collegial Support by Teacher Mentors and Peer Consultants" (Nancy L. Zimpher and John E. Grossman); (2) "Restructuring Student Teaching Experiences" (Amy Bernstein Colton and Georgea Sparks-Langer); and (3) "Linking Preservice and Inservice Supervision Through Professional Inquiry" (Patricia E. Holland, Renee Clift, and Mary Lou Veal with Marlene Johnson and Jane McCarthy). The last section, entitled "The Reflection," contains two essays: (1) "The Transformation of Supervision" (Peter P. Grimmett, Olaf P. Rostad, and Blake Ford); and (2) "Moral Authority and the Regeneration of Supervision" (Thomas J. Sergiovanni). (327 references) (LAP)

ED 344 278 EA 023 632

Flanigan, J. L.; And Others
The Educational Reform Bandwagon: Is It Really a Runaway Train?
PUB DATE- Nov 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Auburn, AL, November 11-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Governance; *Principals; *School Restructuring; State Legislation

The reform bandwagon has brought about a glut of legislation under the term "education reform." Efforts to define this term have been unsatisfactory. A study by Flanigan et al. attempted to define the term education reform, but it discovered that each state had developed its own definition and program. This finding was a result of a survey sent to all 50 chief state school officers requesting information concerning educational reform in their state. Of 11 questions in the survey, 2 receive attention in this paper: (1) Did the reform package passed by your state affect the role, function, or authority of the school administrator at the state or school district level? and (2) Has the passage of the reform package affected the role, function, or authority of the school principal? Tables for each question list the responses for each state, with a description for selected states included. The findings include an analysis of the responses and trends. It was found that the educational reform movement has been a prevalent part of the changing role of school administrators and principals. Also, there are a variety of approaches to reform, thereby enhancing the role and function of the school administrator and principal. (19 references) (RR)

ED 344 279 EA 023 634

Garrett, R. M.; And Others
Removing the Barriers to Effectiveness: A Theoretical and Practical Approach to Principal Evaluation.
PUB DATE- Mar 91
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1-4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Based Management; *School Restructuring

School/site-based management requires shifting the initiative in public schools from legislators, school boards, superintendents, central administrative offices, and unions, to individual schools. The purpose of school/site-based management is to increase student achievement and success by making those closest to the delivery of educational services--teachers and principals--more independently responsible and accountable, and giving them appropriate authority for results. The following are cited as the eight correlates of school/site-based management: (1) statement of purpose; (2) policy development for school/site-based management; (3) school/site-based team management membership; (4) roles and relationships; (5) authority/decentralization of authority; (6) decision-making process; (7) mapping areas of school/site-based management and decision-making; and (8) school/site-based evaluation and refinement. Within sections for each correlate are a variety of items, including worksheets and examples from schools and educational organizations. (MLF)

ED 344 299 EA 023 865

Bauer, Norman J.
Dewey and Schon: An Analysis of Reflective Thinking.
PUB DATE- Oct 91
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Kansas City, MO, October 23-26, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cognitive Structures; *Concept Formation; *Critical Thinking; *Educational Philosophy; Elementary Secondary Education; *Heuristics; *Logical Thinking; Models
IDENTIFIERS- *Reflective Inquiry

The challenge to the dominance of rationality in educational philosophy presented by John Dewey and Donald Schon is examined in this paper. The paper identifies basic assumptions of their perspective and explains concepts of reflective thinking, which include biography, context of uncertainty, and "not-yet." A model of reflective thought is presented, which is based on biography, zone of uncertainty, "not-yet," knowledge, knowing-in-action, and reflection-in-action. A conclusion is that an understanding of Dewey's and Schon's ideas is necessary for reflective thought to affect educators' practices. One figure is included. (47 references) (LMI)

ED 344 300 EA 023 866

Hess, G. Alfred, Jr.
School Restructuring, Chicago Style: A Midway Report.
PUB DATE- 28 Feb 92
NOTE- 67p.; For the author's book on this subject, see ED 337 547.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrator Role; Administrator Selection; Board Administrator Relationship; *Change Strategies; *Educational Change; Educational Finance; Elementary Secondary Education; Instructional Improvement; Meetings; Parent School Relationship; Participative Decision Making; Politics of Education; Principals; Public Schools;

to the task of retirement organizations and may inhibit senior participation. Following an introduction to the concept of leadership, problems with voluntary senior leadership programs are identified. The problems originate from a conceptualization of leadership that omits the following contextual variables: authority that is vested in a single person and organizational goals that are stressed over individual needs. The organizational effectiveness model is argued to be inadequate because it denies older people the opportunities to experience a sense of power as members of a group and to contribute talents that give them individual recognition. A shared culture of leadership based on shared power and the satisfaction of individual needs is advocated. One table is included. (26 references) (LMI)

ED 344 320 EA 023 894

Avant, Glen R.; Miller, James O.
Work Role Expectations of Public School Principals and Their Judgments Concerning the Results of Their Work.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Role; Elementary Secondary Education; *Job Satisfaction; *Leadership Qualities; Leadership Styles; *Principals; *Public Schools; Quality of Working Life; Role Perception
IDENTIFIERS- *Georgia

Findings from a study that examined the relationship between work role-expectations of public school principals and work outcomes are presented in this paper. Methodology involved completion of the Miller-Carey Work Role Inventory by 200 elementary and secondary principals in 9 Georgia school systems. Findings indicate that the principals differentiated between their work role-expectations and that they identified strongly with the job definition of instructional leader more than with that of school manager. Incongruent role expectations were strongly related to the degree of job satisfaction; for example, positive attitudes toward the profession were associated with positive outcomes of work. It is recommended that administrators recognize the role of incentives in professional fulfillment and design training programs that include school management functions. Ten tables are included. The appendix contains an explanation of the Miller-Carey model of work expectations. (18 references) (LMI)

ED 344 321 EA 023 895

Willower, Donald J.
Whither Educational Administration? The Post Postpositivist Era.
PUB DATE- Apr 92
NOTE- 25p.; Paper to be presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; *Educational

Revised Regents Goals.
PUB DATE- 92
NOTE- 27p.; Supersedes ED 333 572.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Cooperation; Educational Innovation; *Educational Objectives; Educational Planning; Elementary Secondary Education; *Excellence in Education; *Outcomes of Education; *Public Schools; *State Action
IDENTIFIERS- *New York

Objectives and components of New York's "A New Compact for Learning," a comprehensive strategy for improving public education outcomes in the 1990s, are described in this document. The plan focuses on results, promotes local initiatives, and empowers people at all levels of the system. Inherent in the plan is the development of a new state/local relationship and collaboration among all elements of the system. Eight strategic objectives are listed, as well as the following six principles of the compact: believing in the potential of all children to learn; focusing on results; aiming for mastery; providing the means; providing authority with accountability; and rewarding success and remedying failure. Separate sections outline the roles of all participants in the partnership--the state, region, school district, community, schools, parents, teachers, students, principals, superintendents, boards of education, higher and continuing education, and cultural and business institutions. Strategies for maintaining equity, accountability, and evaluation are described. The regents' updated statement of goals and bill of rights for children are included. (LMI)

ED 344 342 EA 023 929

Weaver, Tyler
Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Decision Making; *Educational Improvement; Educational Quality; Elementary Secondary Education; *Equal Education; *Ethnicity; *Racial Balance; *School Choice
IDENTIFIERS- *Controlled Choice; ERIC Digests

Controlled school choice attempts to provide choice while maintaining ethnic and racial integration. The following elements are found in most controlled-choice plans: (1) any program that is successful in one zone must be replicated in all the other zones; (2) parent information centers are available to help parents make educated choices; (3) low-performing and unpopular schools are assisted in their efforts to improve; and (4) clear assignment criteria are utilized to avoid subjective and unfair assignments. Most controlled-choice districts assign about 75 percent of students to their first choice, and 10 percent to their second choice. Evidence from Cambridge, Massachusetts, indicates that controlled choice has been improving educational quality. (8 references) (MLF)

Legislation; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Eligibility; Federal Legislation; Information Dissemination; Information Services; Special Education; *Staff Development; State Legislation; State Programs; *State Standards
IDENTIFIERS- *Iowa

This report seeks to provide an objective review of Iowa's educational services to students with attention deficit disorders (ADD), and to present recommendations for maintaining and enhancing these services. State laws and rules and federal legislation and regulations guiding such students' eligibility for special education programs and services are examined. This examination found a growing recognition of the potential need for special education for at least some individuals with ADD and the need for educational accommodations for probably all of these individuals. In an attached document, "Attention Deficit Disorders in Perspective" by Gretchen Holt and others, a review of the literature is presented, focusing on medical, educational, and psychological information about attention deficit disorder with a particular emphasis on the educational aspects of the disorder. It reviews the relationship of ADD to other disorders, behavior characteristics at home and school, assessment, management and interventions, controversial therapies, and outcomes. Appended to the literature review are diagnostic criteria for attention deficit and related disorders and a list of over 80 references and 9 recommended readings. Recommendations are presented in the three broad categories of policy, research and information, and staff development. Sample recommendations include requiring that information regarding ADD be included as a component of license renewal for school staff, establishing interagency efforts, developing various databases and a clearinghouse, and providing staff development to interagency multidisciplinary teams. (JDD)

ED 344 362   EC 301 088

Hendrickson, Jo M., Ed.
Iowa IEP Resource Manual. Field Edition.
PUB DATE- Jan 92
NOTE- 235p.; Some forms may not reproduce well due to small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Disabilities; Educational Planning; Elementary Secondary Education; *Individualized Education Programs; Learning Disabilities; *Models; Program Implementation; *State Standards; *Student Educational Objectives; Transitional Programs
IDENTIFIERS- *Iowa

This resource manual contains conceptual and practical information about Iowa's Individualized Education Program (IEP) process and document. The resource manual's aim is greater consistency and higher quality in the implementation of the IEP process across Iowa. The manual is organized around the Iowa IEP prototype form, which consists of 10 pages that contain general information about the student, the parents/guardians, the type of IEP meeting, and meeting participants; student's present levels of educational performance; annual goal and objectives statements; extent of participation of the student in regular and special education; and information about special education support and related services, the justification of

Siegel, Janna; Shaughnessy, Michael F.
Gifted Females Can Be Supported in Math and Science: A Proposal for Mentoring in Secondary Schools.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Development; Creativity; *Females; *Gifted; *Mathematics Education; *Mentors; Performance Factors; *Personality Traits; *Science Education; Secondary Education; Student Characteristics; Success

This paper addresses the personological aspects relative to male and female success in two subject areas (math and science) and addresses specific concerns in the area of mentoring. Personality factors operative for success in math and science are reviewed, and teachers are advised to encourage, support, and facilitate those personality traits which appear to augur for success. One particular technique for encouraging females to pursue their interests is mentoring. The need of the mentor to nurture, encourage, and develop certain salient personality traits is emphasized. Reasons why bright individuals (both females and males) do not succeed are listed, such as lack of product orientation and capitalizing on the wrong abilities. Guidelines are presented for mentoring creatively gifted youth. Mentors are urged to guide their female protegees to be sensitive to the elements that enable females to succeed in a male-oriented society and in sometimes male-dominated fields. Mentors to gifted females should also acknowledge the pros and cons of pursuing careers in male-dominated fields. (Includes 20 references) (JDD)

ED 344 382 EC 301 110

Treffinger, Donald; Tannehill, Susan
Guidelines for Planning Gifted Education Programming in New Hampshire.
PUB DATE- 89
NOTE- 142p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Committees; Educational Philosophy; *Educational Planning; *Educational Practices; Elementary Secondary Education; *Gifted; *Program Development; Program Implementation; School Districts; *Special Education; Special Programs; State Programs; State Standards
IDENTIFIERS- *New Hampshire

This handbook is intended to aid in development of educational programs for gifted students in New Hampshire. The handbook is divided into seven sections. Section I, provides material regarding the specific policies that authorize and pertain to gifted education in New Hampshire and offers resources to assist educators in describing the present status of gifted education in their area. Section II includes an overview of the nature and goals of gifted education, the rationale for gifted education, and the fundamental beliefs upon which the handbook's guidelines were established. Section III examines preparation considerations to establish a sound foundation for

Intervention; *Integrated Activities; Interaction; *Interpersonal Competence; Language Acquisition; *Language Handicaps; Preschool Children; Preschool Education; *Skill Development; Social Development; *Teacher Student Relationship

This case study of a 3-year-old child with a language disorder describes the content, implementation, and use of a therapy approach integrating the acquisition of language and social-interactive skills. The intervention setting was a preschool for children with severe language impairments located on a university campus, where children and their assigned clinicians participated in one-on-one and group activities. The methods used to enhance the boy's communicative and interactional skills included developing a positive child-clinician relationship, establishing joint attention, responding to communication attempts, assigning meaning to noncommunicative behaviors, establishing communicative routines, and enhancing comprehension. This nonintrusive, facilitative approach allowed success in interacting and increased use of communication. The paper provides a transcript of an interaction between the boy and his clinician, and month-by-month evaluations of the boy's progress. (11 references) (JDD)

ED 344 402   EC 301 131

Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 92
NOTE- 126p.; For individual papers, see EC 301 132-146.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Ability Identification; Attitudes; Child Advocacy; Classroom Techniques; *Delivery Systems; Early Childhood Education; *Educational Change; Elementary Secondary Education; Ethnic Groups; *Gifted; Intelligence; Minority Groups; Program Administration; Program Effectiveness; Program Evaluation; School Community Relationship; *School Restructuring; *Special Education; Talent Identification
IDENTIFIERS- *Ohio

The 15 chapters of this book examine major issues in gifted education today, the role of gifted education in the educational reform movement, and the development of gifted education in Ohio. After an introductory chapter by Elyse S. Fleming, chapters have the following titles and authors: "The Shadow of the Future: Serving Ohio's Gifted Students" (Thomas M. Stephens); "Gifted Students and Educational Reform" (James J. Gallagher); "Conceptions of Intelligence and Giftedness" (Marlene Bireley); "Identification of Underserved Populations: Focus on Preschool and Primary Children" (Beverly D. Shaklee and Susan Hansford); "Ethnic/Minority Children: Reflections and Directions" (Mary M. Frasier); "School Reform and Restructuring: Relationship to Gifted Education" (Mark O. Stevens); "School Restructuring: Impact on Attitudes, Advocacy, and Educational Opportunities for Gifted and Talented Students" (Roselyn Frank); "Community Links as Resources" (Patricia A. Kleine and James T. Webb); "Collaboratively Planning and Delivering Services to Gifted and Talented Students" (Beverly N. Parke); "Local Administration of Programs for the Gifted and Talented" (Douglas Sebring and Dan Tussey); "Classroom Strategies for Meeting Multiple Needs: A Five-Step Model" (Deborah S. Delisle and James R. Delisle); "Residential, Regional, and Specialized Schools" (Raymond H. Swassing and George R. Fichter); "Lead Us Not Into Temptation: Issues in

Others and I. Personality Booklet 1. Teacher's Edition=Otros y Yo. Personalidad libro 1. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 231p.; For related documents, see FL 019 722-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beliefs; Bilingual Instructional Materials; Cultural Traits; *Family Role; Glossaries; *Interpersonal Communication; *Interpersonal Relationship; Learning Modules; *Peer Relationship; *Personality Development; Secondary Education; Skill Development; Social Studies; Social Values; Thinking Skills; Vocabulary Development

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze an issue and synthesize their understanding of it; (2) affectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical, except for occasional marginal notes in the latter. This booklet, part of the Personality module, focuses on the roles others play in development of our personalities. Three case studies address the importance of the family in forming foundations for personality and reinforcing cultural values and beliefs, of peer groups at different stages of life, and of intimate friendships and common expectations and conflicts. A glossary and suggested reading lists are included. (MSE)

ED 344 422 FL 019 722

Will the Real You Stand Up? Personality Booklet 2. Teacher's Edition=Que se identifique el verdadero tu. Personalidad libro 2. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 273p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; *Decision Making; Glossaries; *Interpersonal Communication; Learning Modules; *Personality Development; *Psychology; Secondary Education; *Self Concept; Skill Development; Social Studies; *Sociology; Thinking Skills; Values

Education; Reading Materials; Resource Materials; Student Needs; *Tagalog; Teaching Guides; Uncommonly Taught Languages

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in kindergarten is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and interaction. The "Needs Kit" includes: (1) a teacher's handbook that includes a math handbook, reading/language arts handbook, lessons, games, worksheets, and resource materials; (2) a student workbook; and (3) a teacher's answer key. Four themes are stressed in this bilingual program: child, family, community, and natural environment. The emphasis in kindergarten is on self- discovery. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB)

ED 344 440 FL 019 868

Pilipino Kindergarten Language Arts--Interaction. Teacher's Handbook and Teacher's Answer Key and Student Workbook=Sining ng Wika Pangkindergarten--Pakikisalamuha. Hanbuk ng Guro.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 80
NOTE- 691p.; For related documents, including grade 1-2 versions, see FL 019 866-871.
LANGUAGE- English; Tagalog
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; Curriculum; Discovery Learning; *Filipino Americans; Human Relations; *Interaction; *Interpersonal Relationship; Kindergarten; *Language Arts; Primary Education; Reading Materials; Resource Materials; *Tagalog; Teaching Guides; Uncommonly Taught Languages

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in kindergarten is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and interaction. The "Interaction Kit" includes: (1) a teacher's handbook that includes a math handbook, reading/language arts handbook, lessons, games, worksheets, and resource materials; (2) a student workbook; and (3) a teacher's answer key. Four themes are stressed in this bilingual program: child, family, community, and natural environment. The emphasis in kindergarten is on self-discovery. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB)

ED 344 441 FL 019 869

Gungab, Voltaire
Pilipino Language Arts Level One--Identity. Reader: "At School" and Teacher's Handbook and Student Workbook=Sining ng Wika Unang Antas--Pagkakakilanlan. Reader: "Sa Paaralan" and Hanbuk ng Guro and Gawaing-aklat ng Mag-aaral.
SPONS. AGENCY- Department of Education, Washington, DC.

Cohesion and the Yiddish Consecutive Order.
PUB DATE- 89
NOTE- 17p.; In: Kansas Working Papers in Linguistics, Volume 14, Number 1; see FL 020 157.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cohesion (Written Composition); Contrastive Linguistics; German; Language Research; *Linguistic Theory; *Sentence Structure; *Uncommonly Taught Languages; *Yiddish

Literary Yiddish shows a high frequency of declarative sentences with the subject present and the verb in sentence-initial position, the so-called consecutive order. This construction was analyzed in one collection of 17 short narratives and with reference to a hypothesis of German grammarians regarding a similar structure in German. In this corpus, 16% of the narrative clauses were found to be in consecutive order, most of these involved verbs of saying and verbs of motion. However, when cases of the same verb used in both consecutive order and in the regular verb-second construction are found, the consecutive sentences tend to have cohesive ties to the preceding context, usually immediately preceding. Anaphoric reference appears to be the prototype situation for consecutive sentences. It also appears that the regular construction, with the verb in second position, is typically used to introduce new material. Only two exceptions were found. A brief bibliography is included. (MSE)

ED 344 462 FL 020 162

Riney, Tim
Syllable Structure and Interlanguage Phonology.
PUB DATE- 89
NOTE- 9p.; In: Kansas Working Papers in Linguistics, Volume 14, Number 1; see FL 020 157.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Interlanguage; *Language Research; *Linguistic Theory; *Phonology; *Research Methodology; Second Languages; *Syllables

Research assumptions and procedures of two studies of interlanguage (IL) phonology are examined and criticized. In both studies, syllable structure is used as a primary variable, but opposing claims are made about "open" and "closed" IL syllable structure preference. It is argues that: (1) neither IL study considers sufficiently the phonetic structure of the native language and target language; and (2) that syllable structure analyses based on broad categories such as "open" and "closed" are inadequately equipped for insightful IL investigation. It is recommended that in future research, less emphasis be placed on verification of second language learning processes and constraints and more emphasis be placed on reexamining, identifying, and describing the native, target, and interlanguage structures that previous researchers have assumed to be implicated in those processes and constraints. A brief bibliography is included. (Author/MSE)

ED 344 463 FL 020 163

Taneri, Mubeccel
Socially Deictic Use of a Body-Part Term in Turkish.

1987-1990; (5) Colorado vocational and other educational enrollment percentages for 1989-90 secondary programs; (6) enrollment and costs by program area; (7) enrollment and financial highlights; (8) placement percentages of completers of vocational education; (9) agriculture education; (10) business education; (11) consumer and homemaking education; (12) health occupations education; (13) marketing education; (14) multioccupational cooperative education; (15) special cooperative education (1990); (16) alternative cooperative education (1991); (17) technical trades and industry education; (18) wage-earning home economics occupations, food service, and early childhood education; and (19) appropriations for the Colorado Vocational Act from fiscal year (FY) 1971-72 to FY 1989-90. Numerous graphs and figures are included. (NLA)

ED 344 009   CE 060 725

Colorado Vocational Education Annual Performance Report: Program Year 91 (July 1, 1990-June 30, 1991).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 215p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; Career Counseling; *Community Organizations; Curriculum Development; Demonstration Programs; Disabilities; Disadvantaged; Displaced Homemakers; Early Parenthood; Educational Finance; Educational Legislation; *Federal Aid; Federal Legislation; Limited English Speaking; *Occupational Home Economics; One Parent Family; Postsecondary Education; Program Descriptions; Program Development; *Program Improvement; Secondary Education; *Special Needs Students; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Colorado

This annual performance report describes accomplishments achieved in Colorado through funding from the Carl D. Perkins Vocational Education Act. Four sections focus on four categories of initiatives. Section I addresses enhancement of services to students through the basic state grant under Title II, Part A. Vocational education opportunities are described for these categories: handicapped, disadvantaged, limited English proficient, adults in need of training and retraining, single parents and displaced homemakers, teen parents, sex equity, and criminal offenders in correctional institutions. Section II focuses on vocational education program improvement, innovation, and expansion through Title II, Part B. These program areas are addressed: career counseling, placement, and guidance; curriculum development; curriculum assistance; equipment; and exemplary programs in 13 areas. Section III describes community-based organizations assisted under provisions of Title III, Part A. Section IV describes improvement and expansion of consumer and homemaking programs under provisions of Title III, Part B. Within each section, the program profile may contain some or all of these components: state plan/objective, program area/project title, focus of program area, significant achievements, and impact. An appendix amounting to over one-half of the report provides examples of initiatives under the specified categories and, in some cases, success stories illustrating student outcomes. (YLB) expectations of student achievement on all measures. Due to funding decreases, the certified vocational teacher would be available for less time and would teach fewer classes and provide less home instruction. (The PAS is appended.) (YLB)

ED 344 028 CE 060 777

Health Care and ADA Language Education Programs. Cooperative Demonstration Program: High Technology. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 30 Sep 91
NOTE- 165p.; For related documents, see CE 060 778-779.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Vocational Education; Allied Health Occupations Education; Computer Science Education; *Cooperative Programs; Curriculum Development; Demonstration Programs; Educational Cooperation; Institutional Cooperation; Postsecondary Education; Program Development; Program Effectiveness; *Programers; Program Evaluation; Program Implementation; *Programing Languages; *Respiratory Therapy; School Business Relationship; Technical Education; Technological Advancement; *Therapists
IDENTIFIERS- *Ada (Programing Language); *Pharmacy Technicians; West Virginia

A project implemented cooperative training programs in the three occupational areas: ADA computer language use; respiratory therapy technician; and hospital pharmacy technician. The project's purpose was to demonstrate high technology training programs for adults as a cooperative effort among the West Virginia Department of Education, local schools, business and industry, higher education institutions, and other private and governmental agencies. An advisory committee and consultants assisted project staff in identifying materials and equipment needs, reviewing existing curriculum, adapting or developing curriculum, designing instructional processes, and securing materials and equipment. Although existing curricula with minor modifications were used for the health occupations programs, a new curriculum was developed for the computer language program. Two instructors were used for the respiratory therapy and ADA language programs; one was used for the pharmacy technician program. A third-party evaluation verified that all three instructional programs and the overall project met objectives and carried out planned activities. (Appendixes, amounting to over four-fifths of the report, include the following: final financial report, final site report from the Carver Career and Technical Center regarding respiratory therapy technician and pharmacy technician programs, final site report from Marion County Technical Center regarding computer language program, third-party evaluation report with instruments, and survey information report.) (YLB)

ED 344 029 CE 060 778

"DOS for Managers." Management Training Series.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 17p.; For related documents, see CE 060 777-779.
LANGUAGE- English

The DOD, service headquarters, and academy officials were interviewed to determine the schools' missions and obtain their assessment of the schools' accomplishments and the quality of their performance. At the schools, data on demographic characteristics and academic qualifications of students in 1988-89 and 1989-90 classes were analyzed, and information on school curricula and faculty credentials was reviewed. Findings indicated that the schools had varied missions and served civilians as well as enlisted personnel. The prep schools were not adequately assessed. Accreditation was not seen as worthwhile for the schools, faculty credentials varied, and there were no established criteria for assessing schools. Prep school students' achievements and appointment rates varied; graduation and career retention rates reflected service trends. Services' cost estimating methods differed. Establishment of standards and guidelines for estimating costs was recommended. (DOD comments and a draft report are appended.) (YLB)

ED 344 046 CE 060 818

Adult Literacy: The Key to Lifelong Learning.
PUB DATE- 20 Feb 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); Adult Educators; *Adult Literacy; Adult Programs; Comparable Worth; Curriculum Development; Educational Finance; Educational Policy; *Lifelong Learning; Needs Assessment; Networks; Performance Factors; Policy Formation; Private Sector; Program Development; Program Evaluation; *Program Improvement; Public Sector; Social Support Groups; Staff Development; *State Programs; Teacher Education Programs; Teacher Improvement
IDENTIFIERS- Learner Centered Instruction; *New York

This policy paper is part of the plan for achieving universal literacy in New York State. It acknowledges accomplishments in creating a statewide network of public and private providers, in public financing, and in the public recognition of literacy's importance; it then examines what must be done to further meet literacy needs. The proposed solutions must address the following challenges: determining adult literacy needs; assigning priority to adult literacy programs and services; eliminating physical and programmatic barriers; and improving adult literacy instruction, curriculum, and assessment. The following recommendations are made: (1) adult literacy and lifelong learning programs should be part of the state's comprehensive educational system; (2) adult literacy needs should be determined; (3) learning opportunities for adult literacy students should be improved; (4) programs should be relevant and appropriate to adult learners; (5) resources and support should be provided to staff; (6) adult literacy teachers should earn pay equal to elementary-secondary teachers; (7) appropriate performance standards should be established; (8) effective assessment instruments and technical assistance should be supported; and (9) programs should provide learner-centered instruction and support systems and promote student leadership and program involvement. Also included are a 19-item bibliography and 4 appendices with information on: the planning committee; federal, state, and special literacy programs; literacy convention resolutions; and proposed legislative initiatives. (NLA) "lost the lottery." It included 91 pools of students: 3,272 with average reading scores and 986 with scores in the bottom 16% or who had not taken the reading test. The career magnet programs in NYC are of two types: one dedicated to career magnet education and the other placed within comprehensive high schools as schools-within-a-school. The self-contained schools encouraged students to enroll in high school and helped students earn more graduation credits. The programs within comprehensive schools raised students' reading scores. Programs with hands-on computer work encouraged attendance and programs with strong placement efforts encouraged poor readers to stay in school. (Seventeen tables, 4 references, and 3 appendices are included. The appendices discuss using the experimental results to estimate the impact of career magnets on students and the program administrator survey; a sample page from the directory of NYC public schools is provided.) (NLA)

ED 344 065 CE 060 866

Asche, Marion; And Others
Linking Planning and Evaluation in Vocational Education: Issues and Concepts.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Educational Change; Educational Philosophy; *Educational Planning; *Educational Practices; *Evaluation Utilization; Policy Formation; Postsecondary Education; *Program Evaluation; Secondary Education; *Vocational Education

The linkage of planning and evaluation in vocational education is a conceptual as well as an operational phenomenon. In an ideal situation, planning and evaluation are not two distinct sets of activities but rather interrelated aspects of a dynamic and inquiring system with the overall mission of reconciling policy design and policy action. However, the degree to which this ideal is approached depends on a number of factors. Examination of the planning/evaluation linkage can be organized around three issues: (1) the nature of knowledge in vocational education planning and the interaction of that type of knowledge with formal versus informal processes; (2) the problems or content of vocational education planning, leading to a proposed problem typology; and (3) unique vocational education organizational and administrative factors in relation to external pressures for change and reform. Questions can be raised relative to each of these three areas of inquiry. The best plans are often not implemented or are substantively changed in the process of implementation, and evaluation findings seem to be ignored or have little effect. (28 references) (KC)

ED 344 066 CE 060 868

Feller, Rich
Video Usage in Career Development Project. Producer's Report and Descriptions of 98 Reviewed Career Development Videos.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Apr 92

national and institutional differences. Older students had been learners throughout life and exhibited similarities in educational experience. A majority of respondents had chosen their principal subject of study in the humanities or foreign languages. Respondents in the four countries generally agreed about why they were continuing to study after age 60. The most frequently mentioned reasons were to keep the mind active, to develop an interest in an area, and to achieve personal development. Older students appeared to be highly motivated, well organized, hardworking, and capable of adapting to course demands. Responses to the ASI showed a preference for study based on comprehension and finding relationships. Future policy issues for education were identified: a new profile of aging, active participation, access to adult education for older students, teaching and learning methods, intergenerational issues, changing concepts of retirement, and positive contributions. Appendixes include data tables, 67-item bibliography, and instrument. (16 figures; 49 tables in text and appendices) (YLB)

ED 344 084 CE 060 907

Patrick, Dale R.
Advanced Electronic Systems. Curriculum Guide for Technology Education.
PUB DATE- 88
NOTE- 194p.; For related documents, see CE 060 908-913.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; *Competency Based Education; Course Content; *Electrical Systems; Electronic Control; *Electronics; Electronic Technicians; Evaluation Criteria; *Laboratory Procedures; Learning Activities; Lesson Plans; Optics; Robotics; Secondary Education; Student Evaluation; Teaching Methods; Technical Education; Units of Study
IDENTIFIERS- Technology Education

This curriculum for a 1-semester or 1-year course in electronics is designed to take students from basic through advanced electronic systems. It covers several electronic areas, such as digital electronics, communication electronics, industrial process control, instrumentation, programmable controllers, and robotics. The guide contains competencies (task lists), student competency records, and management sheets. Management sheets, which serve as lesson outlines covering 1 or more days, include the following: an introduction, performance objective, task/competency statement, equipment and supplies list, a performance standard, suggested references for teacher and student, activities, and evaluation criteria. Some of the topics covered are as follows: analyzing electrical and electronic systems, analyzing electrical system components, analyzing DC electrical circuit operation and component functions, investigating the principles of magnetism, AC system and component analysis, diode devices, amplifying devices, electronic oscilloscopes, and electronic power control systems. Appendixes include a course outline, definitions of terms, course objectives, laboratory equipment, laboratory supplies, eight-item bibliography, and suggested facility layout. (KC)

ED 344 085 CE 060 908

Craft, Clyde O.
Computer Graphics. Curriculum Guide for Technology Education.

supply of personnel and another centering on articulated educational programs and their value in increasing labor supply through improved employee retention. (Appendixes, amounting to approximately one-half of the report, include a 91-item bibliography; medical imaging, medical therapy, and medical records occupations tables; and instruments. The occupations tables list skills, knowledge, and abilities that are important for advancement or have recently increased in importance.) (YLB)

ED 344 102 CE 060 939

Parenting. Family Living and Parenthood. Instructor Guide. Revised.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 91
NOTE- 263p.; For a related document, see CE 060 940.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Day Care; Family Financial Resources; Family Life; *Family Life Education; Family Problems; Family Relationship; Family Structure; Home Economics; Legal Problems; *Parenting Skills; *Parent Materials; Parent Responsibility; Secondary Education; Stress Management; Stress Variables; Teaching Guides
IDENTIFIERS- Dysfunctional Behavior

This module is designed for use in the Family Living and Parenthood course and other home economics courses. Using this guide, teachers can help students review and learn the knowledge and skills needed to succeed in the role of parenting. Following acknowledgments, a foreword, and a subcompetency list are six units: (1) considering parenthood; (2) family patterns; (3) developmental stages in parenting; (4) crisis and stress in families; (5) resources for parenting; and (6) the law and social responsibility in advocating for families. Each unit contains some or all of the following sections: cross-reference table of instructional materials; unit objective; specific objectives; suggested activities; information sheet; transparency masters; handouts; assignment sheets; answers to assignment sheets; job sheets; unit test; answers to unit test; references; and helpful resources. Subcompetencies addressed are as follows: family patterns; functional versus dysfunctional families; child care options; responsibilities/issues of concern; relationships; resources; life-style; legal ramifications; and family crisis. (NLA)

ED 344 103 CE 060 940

Coping with Life: Building Self-Esteem, Managing Stress, Handling Peer Pressure. Family Living and Parenthood. Instructor Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 92
NOTE- 141p.; For a related document, see CE 060 939.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

suggestions for a memorial service; and sample staff memo, students' statement, media release, and classroom agendas. (LLL)

ED 344 121 CG 024 113

Felix-Ortiz, Maria; Newcomb, Michael D.
Protective/Risk Factors for Problem Drug Use: A Longitudinal Analysis.
PUB DATE- Aug 91
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Alcohol Abuse; *At Risk Persons; Drug Abuse; Longitudinal Studies; Predictor Variables; *Substance Abuse; *Young Adults

With few exceptions, virtually all research on the etiology of adolescent substance abuse has focused entirely on identifying risk factors while ignoring protective factors that insulate teenagers from drug involvement. This perspective fails to consider that protective forces may operate in both direct and interactive ways. This longitudinal study tested new approaches that consider a wide range of factors in indices of risk, protection, and their interaction. Analyses are based on two waves of data collected in a 12-year longitudinal study of adolescent and adult development and drug use. In year 5, data were collected from 896 late adolescents (grades 11, 12, and post high school). Multiple items of three specific types of drug problems were used to reflect general latent constructs of alcohol problems, cannabis problems, and cocaine problems. The three specific types of problems were assessed by the frequency of occurrence of various adverse consequences attributable to drug use. Bivariate, multiple regression, and latent-variable structural equation analyses were used to examine the relationships between vulnerability (risk, protection, and their interaction), and frequency and quantity of drug use (cigarettes, alcohol, cannabis, cocaine, and hard drugs), and between vulnerability and problems related to drug use 8 years later. Vulnerability in adolescence was found to have both a direct and indirect influence, and lead to problem use of cannabis, alcohol, and cocaine in adulthood. (LLL)

ED 344 122 CG 024 114

Gaudreau, Louise; And Others
The Evaluation of Educational Help in Aids Prevention among Youth for Educators Working Outside the School.
SPONS. AGENCY- Quebec Univ., Montreal.
PUB DATE- Nov 91
NOTE- 20p.; Also sponsored by the Conseil Quebecois de la Recherche Sociale, Ministere de la Sante et des Services Sociaux du Quebec.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Foreign Countries; Guides; Prevention; *Professional Training; Program Effectiveness; *Resource Materials; *Sex Education; Youth Agencies

Training of professionals as educators in the Acquired Immune Deficiency Syndrome (AIDS) and sex education domains has been wrongdoer. No significant main effects were found for priming or organizational level. (Author/ABL)

ED 344 140 CG 024 133

von der Hellen, Cheryl; And Others
A Study of Self-Esteem and Romanticism among Pregnant Adolescents, Adolescent Mothers, and a Control Group in Southern California.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Age Differences; *Early Parenthood; *Females; High Schools; *Pregnancy, Racial Differences; *Self Esteem

In the United States over one million adolescent girls will become pregnant each year. Adolescent pregnancy often leads to truncated educational attainment and subsequently results in a prolonged cycle of poverty and dependence. This study investigated feelings of self-esteem and romanticism among pregnant adolescents (N=276), adolescent mothers (N=128), and a control group of non-pregnant, non-parenting adolescent girls (N=316). The Bachman Self-Esteem Scale and the Dean Romanticism Scale were administered to these subjects. In regard to self-esteem, results indicated that there was a significant main effect for race, but not for group or age. In regard to romanticism, significant effects were found for group and race, but not for age. The significant findings for self-esteem and race suggest that self-esteem remains stable with age among White and Hispanic subjects. However, Black subjects' self-esteem scores seem to increase with age and Asian subjects' scores tend to decrease with age. A possible explanation for this finding could be that different socialization experiences of these ethnic groups significantly influence feelings of self-worth. With regard to group differences, the control group had significantly lower romanticism scores when compared to pregnant adolescents and adolescent mothers. This finding suggests that respondents in the control group may be more realistic and practical than pregnant adolescents or adolescent mothers. (ABL)

ED 344 141 CG 024 134

Finley, Gordon E.; And Others
Parental Age and Parenting Quality as Perceived by Late Adolescents.
SPONS. AGENCY- Florida International Univ., Miami.; Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Aug 91
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; College Students; Higher Education; *Parent Child Relationship; *Parents; Student Attitudes
IDENTIFIERS- *Late Parenthood

This study attempted to improve on the shortcomings of a much publicized previous study (Morris, 1988) which examined the college students (N=27) who had volunteered for the same program, one which involved a 1-year commitment. Volunteers completed the Volunteer Functions Inventory, which assesses six major motives (value function, social function, protective function, understanding function, career function, and esteem function) for volunteering and the Volunteer Needs Profile, which assesses the seven psychological needs (for experience, expression of feelings of social responsibility, social contact, response to expectations of others, social approval, future rewards, and achievement). The results revealed some motivational similarities and differences between the two groups of volunteers. There were no significant differences between older adults and college students in terms of the value or social functions on the Volunteer Functions Inventory. Students scored significantly higher than older adults in terms of being motivated to gain career-related experience. On the Volunteer Needs Profile, there were no significant differences between groups on the social responsibility scale, but college students did score significantly higher than older adults on the need for social approval, the need for future rewards, and the need to achieve. (NB)

ED 344 160 CG 024 153

Ward, Shawn L.
A Longitudinal Study of Career and Family Values in College Students.
PUB DATE- 5 Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; College Freshmen; College Graduates; College Seniors; *Family Attitudes; Higher Education; *Self Concept; Sex Role; *Values; *Work Attitudes
IDENTIFIERS- *Career Values; *Family Values

The impact of the college experience and the impact of being in the workplace on family and career values need to be addressed. This study examined instrumental and expressive self-concepts and career and family values of college students during and after completion of college. In 1988, 97 first-year college students and 121 college seniors completed the Role Values Inventory, which assesses career and family values, and the Bem Sex-Role Inventory. Students also answered a number of demographic questions regarding degree program, career goals, plans for a few years after college graduation, and plans for 10 years after graduation. Information pertaining to subjects' parents' occupation and education levels also were obtained. In 1991, a second phase of data collection was completed in which these two measures along with a 14-item attitude scale of men's and women's roles in American society were administered to 74 members of the original freshman class and to 82 members of the original senior class. An examination of changes in career and family scores for the 156 subjects who participated in both phases of the longitudinal study revealed a significant increase in Family Value subscale scores from 1988 to 1991 across gender, sex-role, and class year. Career Value subscale scores remained constant over the same 3-year period. (NB)

ED 344 161 CG 024 154

Agnew, Christopher R.; Newton, James W.

characterized the domain of Counseling Psychology program quality. Of the publication rankings the rankings for The Counseling Psychologist were most highly correlated with the prestige rankings. The ranking of APA convention presentations was even more highly correlated with general prestige, again probably because it draws on such a wide range of areas. (ABL)

ED 344 179 CG 024 172

Casey, John A.; Ramsammy, Rima
MacMentoring: Using Technology and Counseling with At-Risk Youth.
PUB DATE- 23 Feb 92
NOTE- 6p.; Paper presented at the Annual Conference of the California Association for Counseling and Development (San Francisco, CA, February 20-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Counseling Effectiveness; Cross Age Teaching; Elementary School Students; Elementary Secondary Education; *High Risk Students; *School Counseling; School Counselors; Secondary School Students
IDENTIFIERS- *Computer Assisted Counseling

The MacMentoring Project was designed to "hook" disenfranchised youth back into school by building self-esteem while teaching them transferable computer skills. The project was conceived with two key assumptions: adolescents have poor attendance, poor school behavior, and low self-esteem due, in part, to their poor response to previous teaching methods; and at risk adolescents have accumulated a multitude of negative experiences that have led them to feel powerless, inadequate, and unimportant. Adolescents (N=45) were randomly assigned to three groups in two school districts in northern California: one group involved in computer experiences with a school counselor; a second group involved with traditional group counseling with a school counselor; the third group not receiving any services. As the project is still under way, qualitative data are not available. These process comments and observations have been made: (1) on task behavior of the adolescents improved when they work with the computers; (2) some students ask for wordprocessing and graphics software which allows them to express creativity; (3) the nondirective counseling relationship with a computer focus has led to increased trust and self-disclosure between adolescent and counselor/graduate student; (4) when adolescents are placed with younger children they seem to display remarkably different personality characteristics; and (5) when adolescents are given increased expectations set by a younger child they seem to rise to the occasion. (ABL)

ED 344 180 CG 024 173

Pitman, Ralph
Children of Alcoholics in Schools: A Call to Compassion. CRIS Perspectives on the School.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Children; *Alcoholism; *Drug Addiction; Elementary School Students; Elementary Secondary Education;

Education; *Peer Evaluation; Reading Processes; Reading Research; *Scholarly Journals; *Writing for Publication
IDENTIFIERS- Scholarly Writing

A study examined the reading practices of reviews and editors of scholarly journals and their attitudes about their roles in the editorial process. Two-hundred thirty-seven reviewers (for a return rate of 50%) and 8 editors (for a return rate of 57%) of 14 journals (representative of those currently publishing articles in composition and representative aspects of the discipline) responded to two different questionnaires including closed- and open-ended questions. Results indicated that: (1) the most experienced and the least experienced reviewers expected a finished product, not a work in progress; (2) more experienced reviewers are almost always judging and critical in their editorial role as compared to less experienced readers; (3) when making decisions about submissions, one-third of reviewers who see their role as that of an arbiter feel more accountable to the editor, while nearly 53% of those who feel least accountable to the editor describe their own editorial role as that of a collaborator; (4) the more journals a reviewer reviews for, the greater the importance the reviewer gives to "contribution to the field" as a criterion for publication; (5) the more experienced a reviewer, the more likely he or she has done research on teacher response to student writing; and (6) those reviewers who have done research on teacher response to student writing were twice as likely as those who were familiar with such research to report that their research affected them considerably when reviewing submissions. (A profile of respondents and a list of significant findings are attached.) (RS)

ED 344 200 CS 010 912

McCarthy-Tucker, Sherri
Semantic Webbing, Semantic-Pictorial Webbing and Standard Basal Teaching Techniques: A Comparison of Three Strategies To Enhance Learning and Memory of a Reading Comprehension Task in the Fourth Grade Classroom.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the Western Psychological Association (72nd, Portland, OR, April 30-May 3, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Conventional Instruction; Grade 4; *Instructional Effectiveness; Intermediate Grades; *Reading Comprehension; Schemata (Cognition); Vocabulary Development
IDENTIFIERS- *Semantic Webbing

A study analyzed the relative effectiveness of three teaching strategies for enhancing vocabulary and reading comprehension. Sixty-eight students in three fourth-grade classrooms in a suburban southwestern public school were presented with a vocabulary lesson on weather from the reading text according to one of the following strategies: (1) basal discussion technique (schema theory); (2) discussion through hierarchical presentation of key terms and semantic webbing (hierarchical presentation theory); or (3) discussion through hierarchical presentation of key terms and pictorial webbing (dual coding theory). Following the vocabulary lesson, students read the target passage from their texts silently. After the reading was completed, students were given the multiple choice measure of

Kissen, Rita M.
Listening to Gay and Lesbian Teenagers.
PUB DATE- Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *High School Students; *Homosexuality; National Surveys; Questionnaires; School Surveys; *Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- *English TEachers; *Homophobia

A questionnaire was sent to gay and lesbian youth support groups around the country asking what it felt like to be gay and lesbian in high school, and how young people thought teachers and counselors could make their classrooms more comfortable for gay and lesbian students. The 44 responses came from young people who had attended public or parochial high schools in 17 states and 1 foreign country. The great majority (37) were male. Most of the respondents were in their early 20s and indicated that they were between 12 and 18 years old when they first became aware of being gay. Most of the few positive mentions of homosexuality in high school took place in the English classroom, and all five respondents who were "out" to teachers confided in English teachers. More than half the respondents did not come out to their friends. Only 6 said they were victims of violence, although 11 endured verbal abuse by students who perceived them as gay. None of the respondents indicated good memories of high school. Some respondents spoke directly about breaking the silence surrounding homophobia and urged teachers to find out about gay and lesbian resources and make them available to students. Respondents also urged gay and lesbian teachers to come out to their students. Teachers have the opportunity to affirm diversity in the classroom, curricula, and in interactions with students and other faculty members. (RS)

ED 344 221 CS 213 272

Thelin, William
Balancing Politically Charged Social Issues in Freshman Composition: The Ethical Epistemic Approach.
PUB DATE- 20 Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Controversial Issues (Course Content); Course Descriptions; Course Organization; Cultural Context; *Freshman Composition; Higher Education; Ideology; Political Attitudes; Power Structure; *Social Problems; *Writing Workshops
IDENTIFIERS- Educational Issues; Politically Correct Communication

"Politically correct" is a pejorative label applied to activities that in some way question, subvert, or threaten the dominant power structure. In discussing how best to educate students, some composition professionals assume that the composition classroom can be made apolitical. Freshman English, like all classes, is politicized already, and its political assumptions should be made overt. Teaching becomes indoctrination unless school students and their teachers. The district's Research and Evaluation Department conducted an evaluation study to determine the impact of this class size reduction program. Test scores in reading comprehension made significant gains and the 2543 students in the study earned better grades in English. As a result of smaller classes, students were more actively involved in the instructional process. This was demonstrated by an increase in the number of student reading and writing assignments, more oral presentations and frequent classroom discussions. Students also received increased feedback on their English assignments and teachers had time to work with students individually. From the information collected, it appears that the class size reduction program was well received and successful. (One graph and six unnumbered tables of data are included.) (Author/RS)

ED 344 240 CS 213 319

Children's Own Stories: A Literature-Based Language Arts Program, Grades K-4.
PUB DATE- 90
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Books; Childrens Literature; Class Activities; Cooperative Learning; Elementary Education; Group Activities; *Language Arts; Program Descriptions; Story Telling; Teacher Role; *Whole Language Approach
IDENTIFIERS- *Childrens Writing

Meant to be adapted by the K-4 classroom teacher to best meet the needs of students, this book describes Children's Own Stories, a program in which young children dictate their ideas and thoughts to adults, and develop a sense of community with their peers as they talk together, share their stories, collaborate on stories, and read and enjoy works of literature. The book presents detailed descriptions of the four principles that structure the Children's Own Stories program and suggestions for putting these principles into practice. The first section of the book describes the course content (discussing the four principles, what happens in the classroom, and benefits to the students), and includes a program timeline. The remaining four sections describe in detail the principles of the program: (1) Learning by telling: the dictation process; (2) Learning by collaborating: the group story; (3) Learning by sharing: sharing the writings; and (4) The link to literature. A list of 13 suggested readings and 36 brief biographical sketches of authors are attached. (RS)

ED 344 241 CS 213 321

Moore, Kimberley
The Research Paper: An Endangered Species?
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *English Curriculum; English Instruction; High Schools; *Research Papers (Students); Student Research; Teacher Role; Writing (Composition); Writing

18 articles which report the status and progress of studies on the nature of speech, instruments for its investigation, and practical applications. Articles are as follows: "The Emergence of Native-Language Phonological Influences in Infants: A Perceptual Assimilation Mode" (Catherine T. Best); "Intonational Differences between the Reduplicative Babbling of French- and English-Learning Infants" (D. H. Whalen and others); "From Babbling towards the Sound Systems of English and French: A Longitudinal Two-Case Study" (Andrea G. Levitt and Jennifer G. Aydelott Utman); "Listening with Eye and Hand: Cross-Modal Contributions to Speech Perception" (Carol A. Fowler and Dawn J. Dekle); "Recovering Tube Kinematics Using Time-Varying Acoustic Information" (R. S. McGowan); "Motor Levels of Speech Timing: Evidence from Studies of Ataxia" (Fredericka Bell-Berti and Claude Chevrie-Muller); "Implications of the Concepts Underlying Task-Dynamic Modeling on Kinematic Studies of Stuttering" (Peter J. Alfonso); "The Effect of Speech Motor Training on Stutterers' Speech Physiology" (Peter J. Alfonso and others); "Vowel Duration and Closure Duration in Voiced and Unvoiced Stops: There Are No Contrast Effects Here" (Carol A. Fowler); "P-Center Judgments Are Generally Insensitive to the Instructions Given" (D. H. Whalen and others); "Perceptual Restoration of a 'Missing' Speech Sound: Auditory Induction or Illusion?" (Bruno H. Repp); "Tongue-Twister Effects in the Silent Reading of Hearing and Deaf College Students" (Vicki L. Hanson and others); "Whole Language vs. Code Emphasis: Underlying Assumptions and Their Implications for Reading Instruction" (I. Y. Liberman and A. M. Liberman); "Depth of Phonological Recoding in Short-Term Memory" (Yi Xu); "Phonological Access of the Lexicon: Evidence from Associative Priming with Pseudohomophones" (Georgije Lukatela and M. T. Turvey); "The Contribution of Morphology to Word Recognition" (Laurie B. Feldman); "Lexical Mediation between Sight and Sound in Speechreading" (Bruno H. Repp and others); and "Leap of Faith. A Review of Derek Bickerton's 'Language and Species'" (Michael Studdert-Kennedy). A list of DTIC and ERIC numbers is appended. (RS)

ED 344 260 CS 507 787

Caputo, John S.; Smith, Amanda
Film in Honors Rhetoric: Students' Dramaturgical Analyses of "The Mission."
PUB DATE- Nov 91
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Discourse Analysis; *Film Criticism; Higher Education; *Honors Curriculum; *Mass Media Role; *Rhetorical Criticism; Rhetorical Theory; *Speech Curriculum
IDENTIFIERS- Bormann (Ernest); Burke (Kenneth); Dramatistic Criticism; Durkin (Kevin); Goffman (Erving); Gonzaga University WA; *Mission (The)

Since narrative forms help provide the rules and contexts for guiding human behavior, film and television offer excellent sources for the study of rhetoric in the college classroom. Kenneth Burke, Ernest Bormann, and Erving Goffman are all theorists, working from a "dramaturgical" perspective, who disucuss the powerful role of the media in influencing social morality and praxis. Kevin Durkin's notion of "script theory"

(055),Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; Educational Change; Elementary Secondary Education; *Evaluation Methods; Incentives; Instructional Leadership; Models; *Portfolios (Background Materials); *Principals; Public Schools; State Legislation; State School District Relationship; *Summative Evaluation
IDENTIFIERS- *South Carolina

The educational reform movement of the 1980s forced superintendents and school boards to critically reexamine the rationale used for principal evaluation. The 1985 South Carolina Educational Improvement Act forced all administrators to objectively define and evaluate educational goals for both students and personnel. Consequently, the Abbeville School District (South Carolina) opted to base principal evaluation on the achievement of district, community, and school goals as measured by the congruence between established goals and student achievement data. The district reconnoiters data from community perceptions, teacher and staff perceptions, student perceptions, and principal perceptions and compares those to student achievement test data in each school. The information is computer analyzed with an individual report being provided to each principal. The district superintendent meets with the principal to discuss the results of the analysis and make plans for correcting the deficiencies. Thereby, the principal receives a more objective evaluation of performance and a plan of improvement to correct problems. (MLF)

ED 344 280 EA 023 643

A Utah Perspective on the National Education Goals.
PUB DATE- Sep 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Literacy; Citizenship; *Drug Education; Educational Policy; Elementary Secondary Education; Lifelong Learning; *Mathematics Education; *School Readiness; *Science Instruction; Science Programs
IDENTIFIERS- *National Education Goals 1990; *Utah

This report is issued to citizens of Utah to inform them on the progress being made in the state toward the national education goals, established in 1989. Because the goals are "cradle to grave" and cover the preschool years and the afterschool years, the information has been compiled by many state agencies. The report devotes a section for each of the six national goals: (1) readiness for school; (2) high school completion; (3) student achievement and citizenship; (4) science and mathematics; (5) adult literacy and lifelong learning; and (6) safe, disciplined, and drug-free schools. Each section features performance and status information and gives examples of current and emerging Utah programs. In its final section, the report deals with specific programs and planning efforts that are important Utah initiatives but address areas beyond the scope of the national goals. The information presented in this report is intended to establish a baseline for determining progress in subsequent years. (RR)

ED 344 281 EA 023 652

Resource Allocation; School Based Management; School Community Relationship; *School Restructuring; Teacher Participation
IDENTIFIERS- *Chicago Public Schools IL; *Local School Councils

The Chicago School Reform, adopted in December 1988, requires the school system to raise its student achievement levels to national norms in 5 years; to reallocate the system's resources away from the administration and toward schools, particularly those with high enrollments of economically disadvantaged students; and to establish Local School Councils (LSCs) as the basis for school-based management. On the basis of an ongoing intensive study of 14 Chicago schools and other investigations, the following midway conclusions are stated: (1) LSCs have been established and, for the most part, function successfully; (2) school improvement plans have focused more on "add-ons" than on altering the regular instructional programs of schools; (3) principals have adopted new roles and are providing new leadership; (4) teachers have become increasingly involved and positive about reform; (5) resources have been increasingly focused on the schools, with the greatest increases in schools enrolling the highest proportions of disadvantaged students; (6) national school improvement efforts are working in Chicago to assist many schools; and (7) it is still too early to see any changes in student achievement. The appendix lists the schools involved in major school improvement networks and the common principles of the Coalition of Essential Schools. (50 references) (MLF)

ED 344 301   EA 023 867

Majestic, Ann L.
Student Dress Codes in the 1990s.
PUB DATE- Jan 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Board of Education Policy; *Court Litigation; *Dress Codes; Elementary Secondary Education; Federal Courts; Public Schools; Student Rights; Student School Relationship
IDENTIFIERS- *Hair; Supreme Court; *Uniforms

In 1969 the Supreme Court, in "Tinker v. Des Moines Independent Community School District," established the right of students to freedom of expression in school unless the exercise of that right would materially and substantially interfere with the requirements of appropriate discipline or collide with the rights of others in the school. Two decades after "Tinker" there is now a nationwide trend to adopt stricter dress and grooming codes. In some public schools, even uniforms are being worn. This article examines the evolving legal status of student dress and grooming codes from the judicial confusion of the early 1970s to the increasingly deferential attitude of the courts to school officials in more recent years. School districts choosing to implement a uniform policy will be more likely to gain success if parents are involved in the decision-making and if the program is voluntary. (71 footnotes) (MLF)

ED 344 302   EA 023 869

Sneed, Maree; Knevila, Kelly
"Hazelwood v. Kuhlmeier": Closing "Tinker's" Schoolhouse Gate.
PUB DATE- Nov 88
NOTE- 8p.

Philosophy; Elementary Secondary Education; Higher Education; *Scientific Methodology; *Social Sciences; Social Theories; *Theory Practice Relationship
IDENTIFIERS- *Positivism

The future role of the social sciences in educational administration theory is explored in this paper. First, the turn toward the social sciences in educational administration is considered. Attacks by the subjectivist and critical theorists on positivistic science are examined next, with attention to the decline of those two views in sociology and other disciplines. Finally, the situation in educational administration is explored. Although empirical work remains a substantial force, subjectivist, neo-Marxist, and pragmatic theories have engendered trends toward field studies and theoretical and methodological eclecticism. A conclusion is that scholarship in educational administration would be well served to appreciate science as: (1) seeking plausible explanation and credible evidence; and (2) self-critical and self-corrective. A revitalized science, realistically understood in terms of strengths and limitations and the relationship to values and practice, could facilitate a period of renewal in educational administration. (61 references) (LMI)

ED 344 322 EA 023 896

McKersie, Bill
Philanthropy's Paradox: Chicago School Reform. (The Role of Chicago Foundations in Reform, 1987-1990).
PUB DATE- Apr 92
NOTE- 68p.; Paper to be presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Donors; Elementary Secondary Education; *Foundation Programs; Grants; *Nonprofit Organizations; *Philanthropic Foundations; Private Financial Support; *School Restructuring; *School Support
IDENTIFIERS- Chicago Public Schools IL; *Illinois (Chicago)

The role of Chicago foundations in school reform from 1987 to 1990 is examined in this paper, with a focus on the paradoxical relationship between the city's philanthropic community and the Chicago Reform Act of 1988. Data were derived from three surveys conducted since 1987 on the levels and targets of educational grantmaking by Chicago foundations; a summary of grantmaking by 10 Chicago foundations during 1987-90; and personal notes of foundations' interests and allocations of staff time. Following an explanation of the paper's personal and analytical qualifiers, the second section highlights recent commentary on the reform act's historical significance. The third section summarizes donors' grantmaking and nongrantmaking activities before and after the act's passage. A finding is that community foundations were not involved with the act's development and passage, but with implementation. The last section presents lessons that point to: (1) the convergence of forces that brought school reform; (2) the need for diverse policy advocates; (3) the theoretical dilemma posed by decentralization: and (4) the consequences of public policy as a change lever. Two figures and three graphs are included. Appendices include a history of the Reform Act and a list of Chicago grant recipients from 1987 to 1990. (28 references) (LMI)

ED 344 343 EA 023 930

Guidelines for Support of Salaries and Related Costs under Programs of the U.S. Department of Education for Entities Governed by OMB Circular A-87.
PUB DATE- Apr 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education; Federal Programs; *Federal Regulation; *Guidelines; Payroll Records; *Recordkeeping; *Records Management; Salaries

New guidelines to provide more flexibility and certainty in meeting federal time distribution recordkeeping requirements for U.S. Department of Education programs are outlined in this document. Directed to state, local and Indian tribal governments, the new guidelines are expected to avoid audit appeals and disputes, freeing teachers and administrators to educate, and encouraging the creative use of resources from different federal, state, and local programs in the classroom setting. The new guidelines will maintain accountability and decrease the amount of time spent tabulating and litigating. The guidelines pertain to payroll documentation, time distribution records, standards for time distribution records, substitute systems for meeting requirements, written requests for guidance, professional standards, consequences of failure to meet requirements, and continuing review. The guidelines are effectibve on issuance. (LMI)

ED 344 344 EA 023 946

Nye, Barbara A.; And Others
Five Years of Small-Class Research: Student Benefits Derived from Reduced Student/Teacher Ratios. Lasting Benefits Study Class-Size Update for Educational Practitioners and Researchers.
PUB DATE- Apr 92
NOTE- 30p.; Paper to be presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-2[illegible], 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Class Size; Grade 4; Intermediate Grades; Multivariate Analysis; Primary Education; *Small Classes; *Student Development; *Teacher Student Ratio
IDENTIFIERS- Lasting Benefits Study TN; Project STAR TN; *Tennessee

Researchers on the Lasting Benefits Study (LBS) are tracking students who participated in Tennessee's K-3 Student/Teacher Achievement Ratio (STAR) Project (1985-89) as they continue into later grades. Project STAR was a statewide experiment conducted to demonstrate the effects of reduced student/teacher ratios (15:1) on student achievement (reading and mathematics) and development (e.g., self-concept, discipline, and attendance). Students in smaller classes outperformed students in larger classes in all grades (K-3). This paper presents student achievement results from fourth grade, the first year that students went from small (15:1) to regular (25:1) classes. Multivariate analysis of variance for LBS revealed that the such services, and information pertaining to graduation, extended year special education, transition planning, and shortened school day. The manual is divided into five chapters, each corresponding to a major component of the IEP prototype form. Chapters cover authorizing legislation, present levels of educational performance, annual goals and short-term objectives, special educational support and related services, and transition planning. Each chapter begins with an overview and a list of key terms. At the end of each chapter, a completed example of the appropriate pages of the IEP is presented using a case study of a hypothetical fourth grader with a learning disability. Appendixes contain sample forms, check lists, transition planning information, a list of abbreviations, and a glossary. (32 references) (JDD)

ED 344 363 EC 301 089

Hollingsworth, Patricia L., Ed.
The University of Tulsa School for Gifted Children Enaction Curriculum, 1991-92.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academically Gifted; Arithmetic; Art Education; Cognitive Processes; Computer Literacy; *Curriculum; Educational Methods; Elementary Education; French; Geography; History; Language Arts; Literature; Mathematics; Models; Music Education; Preschool Education; Problem Solving; Sciences; Social Studies; Spanish; *Special Schools; *Thinking Skills
IDENTIFIERS- *Enaction Theory; *University of Tulsa School for Gifted Children OK

This document summarizes the curriculum at the University of Tulsa School for Gifted Children in Oklahoma. The curriculum is based on enaction theory which postulates that thinking is a matter of running a simulation in one's head and involves three steps: (1) creating a mental model; (2) manipulating that model; and (3) developing a strategy for problem solving. Other curriculum emphases include thematic content, utilizing the university connection, teachers as learners, and the importance of values. After an introduction, the curricula in language arts, math, science, social studies, and special subjects are briefly described for the levels of Early Childhood, Primary I, Primary II, Primary III, and Intermediate I. More detailed descriptions are given for Older Intermediates in the subject areas of math, language arts and enrichment, physical education, geography and great books, and history. The next section describes special subjects taught across many levels including computer, Spanish and French, general music, art and drama, Kumon (a method of teaching computational skills) developing multiple talents, intermediate science, and library/resource room skills. A scope and sequence chart concludes the curriculum description. The document ends with an article reprint, "Enaction Theory: A Theoretical Validation of the Enrichment Triad Model" by Patricia L. Hollingsworth. (Five references) (DB)

ED 344 364 EC 301 090

planning efforts, such as setting priorities and gathering and analyzing data. Section IV examines the nature and purposes of the planning process. It outlines who should be involved in planning, reviews planning tasks, and provides a checklist to monitor planning progress. Section V discusses major responsibilities and tasks at the district level such as promoting shared decision making and creating a master plan. Section VI addresses the extension of district-level criteria to the local school or building level and proposes seven indicators of excellence in programming. Section VII, discusses plan implementation and management, evaluation and long-range planning, and communication and school-community relations. Appendices include: "Summary of Planning Tasks," "References" (over 70); "Parent Handout on Contemporary Programming," "Assessing the Nurturing Students' Interests" (Talent Checklists), "Guidelines for Cooperative Agenda Meetings," and "Sample Forms and Resources from Selected Programming Models." (JDD)

ED 344 383 EC 301 111

Integrated Services Executive Summary and Review. Yellowhead School Division No. 12.
PUB DATE- Feb 92
NOTE- 294p.; Separately printed 8-page "Executive Summary" inserted at front.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Case Studies; *Disabilities; *Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; *Mainstreaming; Parent Attitudes; Program Development; *Program Evaluation; School Districts; *Social Integration; Student Adjustment; Surveys; Teacher Attitudes
IDENTIFIERS- *Alberta (Yellowstone)

This report documents an evaluation study of the Yellowstone (Alberta) school district's program of full integration of students with disabilities (from 1986-1991). The executive summary highlights the historical context, the implementation process, and program outcomes and impacts. The study's limitations are listed and recommendations are made for the development of a secondary model for integration. An introductory chapter reviews the development of the full integration program and the evaluation study. Chapter 2 provides a contextual framework by examining the literature on educational change in schools and by reviewing integration from the perspective of system-level change, of administrators, teachers, students, and parents. Chapter 3 gives an overview of the research methods used in this study including individual student analyses, case studies of specific schools, and a district wide survey. The fourth chapter is a chronological review of the development of the integration concept from the perspective of Yellowhead's senior administrators. Chapter 5 presents a series of case studies which describe the change process at six Yellowhead schools. Chapter 6 presents the results of a district wide survey of all school based staff (274 returned surveys) on perceptions and attitudes concerning integration. Chapter 7 provides the results of an assessment of students' academic and social emotional behavioral adjustment in the six case study schools. Chapter 8 reports on interviews conducted with 47 parents concerning integration. Finally, Chapter 9 reviews the findings and presents recommendations.

Evaluating the Effectiveness of Gifted Programs" (W. Thomas Southern); "Determining the Effectiveness of Educational Services: Assessment Issues" (Carolyn M. Callahan); "Gifted Children: Making the Year 2000 Theirs" (Frederick J. Weintraub). (DB)

ED 344 403 EC 301 132

Stephens, Thomas M.
The Shadow of the Future: Serving Ohio's Gifted Students.
PUB DATE- Mar 92
NOTE- 15p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Identification; Acceleration (Education); Cultural Differences; Delivery Systems; Educational History; Educational Needs; Educational Policy; Educational Sociology; Elementary Secondary Education; Federal Aid; Females; Futures (of Society); *Gifted; Legal Responsibility; *Long Range Planning; Program Development; School Districts; *Special Education; State Aid; *State Programs; Talent Identification; Teacher Education; Underachievement
IDENTIFIERS- *Ohio

This paper examines the present conditions of gifted education, both nationally and in Ohio. It offers an historical perspective including a 200 year timeline of milestones in the areas of gifted education programs, legal authority, personnel preparation, public awareness, and testing and identification. Federal and Ohio State support of gifted education is reviewed. Expectations of gifted education to meet economic needs as well as social and educational values are discussed in the context of current educational reform efforts. Ohio's development of a strategic plan for gifted education in the 21st century is described including reorganization of school districts, service to underserved gifted students (e.g., underachieving children, culturally different students, and gifted females), and increasing development of acceleration options. Research findings on acceleration are briefly reviewed. Suggestions address Ohio policy initiatives in the areas of educational programs, legislation, personnel preparation, public awareness, and testing and identification. (41 references) (DB)

ED 344 404 EC 301 133

Gallagher, James J.
Gifted Students and Educational Reform.
PUB DATE- Mar 92
NOTE- 8p.; In: Challenges in Gifted Education: Developing Potential and Investing in Knowledge for the 21st Century; see EC 301 131.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Identification; Acceleration (Education); Accountability; Cooperative Learning; Curriculum Development; *Educational Change; *Educational Objectives; Educational Trends; Elementary Secondary Education; Enrichment Activities; *Gifted; Middle Schools; Resource Allocation; School Restructuring; *Talent; Talent Identification; Teacher

The booklet is part of a grade 10-12 social studies series produced for bilingual education, consisting of six major thematic modules with four to five booklets in each. The interdisciplinary modules are based on major ideas and designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze an issue and synthesize their understanding of it; (2) affectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical, except for occasional marginal notes in the latter. This booklet explores some basic principles in psychology and sociology, particularly self-concept, the human need to communicate, and the values used in making decisions. Three case studies include an interviewer's interpretation of a young woman's self-concept, a humorous presentation of how scientists must collectively decide what type of humanoid they will build, and a student seeking advice for a decision. A glossary and recommended reading lists are included. (MSE)

ED 344 423 FL 019 723

Out on a Limb. Personality Booklet 3. Teacher's Edition=En un aprieto. Personalidad libro 3. Manual para El Maestro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 319p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Instructional Materials; *Daily Living Skills; *Decision Making; Glossaries; Learning Modules; *Personality Development; Secondary Education; Skill Development; Social Studies; Thinking Skills; *Values Clarification

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. Each booklet is published with Spanish and English on facing pages. A "student edition" (not included here) and the "teacher's edition" are identical, except for occasional marginal notes in the flatter. The three case studies in this booklet focus on values clarification and decision-making, and students take part in the final decision made in each. Case study situations include two different

PUB DATE- 81
NOTE- 400p.; For related documents, including kindergarten version, see FL 019 866-871.
LANGUAGE- English; Tagalog
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; Curriculum; *Filipino Americans; Grade 1; Grade 2; Identification (Psychology); *Language Arts; Primary Education; Reading Materials; Resource Materials; *Self Concept; *Tagalog; Teaching Guides; Uncommonly Taught Languages

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in grades 1 and 2 is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and interaction. It covers four basic areas of language development: listening, speaking, reading, and writing, with emphasis on reading. The "Identity Kit" includes: (1) a student reader (a collection of eight to ten selections with topics linked to the AABC social studies core curriculum); (2) teacher's handbook that includes lessons, games, evaluative test and student profile, and resource materials; and (3) a student workbook that provides tasks focusing on phonic, structural, comprehension, and study skills as well as vocabulary development and practice. Four themes are stressed in this bilingual program: child, family, community, and natural environment. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB)

ED 344 442 FL 019 870

Gungab, Voltaire
Pilipino Language Arts Level One--Needs. Reader: "Our Surroundings" and Teacher's Handbook and Student Workbook=Sining ng Wika Unang Antas--Pangangailangan. Reader: "Ang Paligid Natin" and Hanbuk ng Guro and Gawaing-aklat ng Mag-aaral.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
NOTE- 422p.; For related documents, including kindergarten version, see FL 019 866-870.
LANGUAGE- English; Tagalog
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; Curriculum; *Filipino Americans; Grade 1; Grade 2; *Individual Needs; *Language Arts; Primary Education; Reading Materials; Resource Materials; Student Needs; *Tagalog; Teaching Guides; Uncommonly Taught Languages

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in grades 1 and 2 is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and

PUB DATE- 89
NOTE- 19p.; In: Kansas Working Papers in Linguistics, Volume 14, Number 1; see FL 020 157.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anatomy; Language Research; Linguistic Theory; *Semantics; *Turkish; *Uncommonly Taught Languages
IDENTIFIERS- *Deixis

The use of one body-part term in Turkish, corresponding to the English "head," is examined. It is demonstrated that this term is the most unmarked body-part term in the language with the largest functional load in common usage. It is found to have a large number of derivations, especially with socially deictic meanings. Possible different interpretations of the meanings and different contexts of usage are considered. It is concluded that for Turkish speakers the term has some cultural significance and its varied uses illustrate cultural facts and social structure. A brief bibliography is included. (MSE)

ED 344 464 FL 020 164

Zhang, Jiuwu; Wen, Xiaohong
Chinese Passives: Transformational or Lexical?
PUB DATE- 89
NOTE- 19p.; In: Kansas Working Papers in Linguistics, Volume 14, Number 1; see FL 020 157.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Chinese; Classification; Contrastive Linguistics; *English; *Grammar; Language Research; Linguistic Theory; *Semantics; *Syntax; *Verbs
IDENTIFIERS- *Passives

Analysis of Chinese passive constructions indicates two types. The first is a verbal or syntactic passive because it is derived through a transformational rule. The second is a lexical passive that has certain properties in common with the predicate adjectives in both Chinese and English and is derived through the semantic function and in lexical causative-inchoative constructions. (Author/MSE)

ED 344 465 FL 020 179

Guisset, Marcel
Activities orales et motivation dans l'etude du vocabulaire d'une langue etrangere (Oral Activities and Motivation in the Study of Vocabulary in a Foreign Language).
PUB DATE- 92
NOTE- 21p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Games; *Oral Language; Second Language Instruction; *Second Language Learning; *Student Motivation; Teamwork; *Vocabulary Development

It is argued that vocabulary development is too often ignored in the communicative approach to second language teaching, while a good command of language and pleasure in speaking it require access to the appropriate words. Traditionally, vocabulary development has been accomplished by two complementary

ED 344 010 CE 060 728

McCullough, K. Owen
What Does "Grade Level" Mean?
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; *Adult Basic Education; *Adult Education; Adult Literacy; *Adult Programs; *Basic Skills; Educational Assessment; Elementary Secondary Education; Group Dynamics; High School Equivalency Programs; *Instructional Program Divisions; Job Skills; Mathematics Skills; Reading Skills; Speech Skills; Technological Advancement; Writing Skills
IDENTIFIERS- *Tennessee; Workplace Literacy

There are several sides to the debate between adult basic education administrators and teachers concerning the practice of defining literacy by, and dividing adult education programs into, grade levels. Some believe that grade levels are irrelevant or demeaning to typical adult job requirements. Others believe that numerical scores derived by assessing an adult's ability to use or comprehend language or math are also meaningless. The concept of "grade level" is well understood, although specific grade-level requirements are not known. In Tennessee, grade-level proficiency means the grade-specific published objectives for learning skill proficiency. Grade-level proficiency refers to reading, writing, math, oral communication, and group-process skills. During 1989 and 1990, in-depth basic skills' audits were performed for three high-technology industries, and workplace literacy programs were established. Specific grade levels in which each proficiency and related skill is expected to be attained were determined. (Tennessee's specific reading and math proficiency skills related to grade level for adults are described.) (NLA)

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Administrators; Adult Education; *Computer Literacy; Computer Oriented Programs; *Computers; *Computer Science Education; Computer Software; Computer System Design; Disk Drives; Instructional Materials; Learning Activities; Lesson Plans; Managerial Occupations; Programing; Search Strategies; Workshops
IDENTIFIERS- *Computer Operating Systems

A plan is provided for a lesson on disk operating systems (DOS) for managers. Twenty-five lesson objectives are listed, followed by suggestions for learning activities and special resources. In the presentation section, key points and content are provided for 25 instructional topics that correspond to the 25 lesson objectives. The topics are as follows: hardware, hardware and software definitions, disk operation systems, bootstrap procedures, DOS command types, common filenames and extensions, general format DOS commands, disk and disk drives, FORMAT, disk handling techniques, changing logical drives, DIR command, TYPE command, creating and deleting subdirectories, changing directories, copying files, erasing files, proper file management techniques, the prompt line, COMMAND.COM and AUTOEXEC.BAT, COM: and LPT1:, redirection of standard input/output, batch files, how to run an unknown program, and other DOS commands. A DOS feedback instrument (student evaluation), master feedback instrument (answer key), and DOS attitude feedback instrument are also provided. (YLB)

ED 344 047 CE 060 819

What Has Happened to Iowa's GED Graduates? A Two-, Five-, and Ten-Year Follow-Up Study. Final Report.

PUB DATE- Apr 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Educational Benefits; Education Work Relationship; *Employment Level; Fringe Benefits; Graduate Surveys; Higher Education; *High School Equivalency Programs; *Income; Job Satisfaction; Longitudinal Studies; Outcomes of Education; Participant Satisfaction; *Program Effectiveness; Socioeconomic Status; State Surveys; Student Attitudes; Vocational Followup
IDENTIFIERS- *General Educational Development Tests; *Iowa

A longitudinal study was conducted to determine the short-term (2-year), intermediate (5-year), and long-term (10-year) impact of earning a high school equivalency diploma by taking the General Educational Development (GED) Tests in Iowa. The random sample of 2,500 GED graduates was drawn from each time cohort (individuals who had passed the GED Tests in 1980, 1985, and 1988) for a total sample of 7,500. A 6-page, 40-item follow-up survey was mailed in spring 1991; 1,597 returns were received, with similar response rates for the 3 follow-up time cohorts. Findings indicated that between just prior to passing the GED Tests and 1990, respondents reported substantial and statistically significant gains in employment, hours worked per week, job skill level, job satisfaction, personal income, reduction in welfare, job quality, property acquisition, and personal savings. The gains in hours worked per week were greatest between 2 and 5 years after passing the GED and then they leveled off between 5 and 10 years. The reported gains in job skills, job satisfaction, personal income, savings and indices of job quality, and economic benefits increased steadily over time. The overwhelming majority of GED graduates who enrolled in the adult basic education (ABE) program reported that attending ABE classes had helped them acquire the requisite knowledge to pass the GED Tests. (Appendixes, amounting to approximately one-half the report, include 24 references, information on the instruments employed in the study, qualitative comments, and descriptive statistics.) (YLB)

NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Career Counseling; *Career Development; Career Education; Competency Based Education; Counselor Training; *Educational Technology; Elementary Secondary Education; *Instructional Material Evaluation; *Videotape Recordings
IDENTIFIERS- *National Career Development Guidelines

This report describes a project to explore video technology as a tool for career competency achievement. It discusses the following project outcomes: evaluation of 98 videotapes by 398 counselors in 20 national workshops, based on the National Career Development Guidelines (NCDG); counselor training in the use of videos for career development; establishment at Colorado State University of a clearinghouse on video usage; and provision of feedback on the evaluations to 38 video producers, along with a copy of the NCDG. Comparative ratings of the 98 videos are arrayed in a chart. For each title, the following are given: consumer rating on a 1-10 scale; number of evaluators; ratings and rankings of overall quality, instructional effectiveness, and production quality; cost; publication date; audience; NCDG content area; length; publisher; and rating of ability to increase the achievement of NCDG competencies. Names and addresses of publishers are provided. Appendices are as follows: results of a survey of workshop participants; two wish lists for future videos needed from producers; National Career Development Association guidelines for the preparation and evaluation of video career media; and list of evaluators. Content descriptions of the 98 videos and a list of the 12 NCDG competencies complete the document. (NLA)

PUB DATE- 88
NOTE- 196p.; For related documents, see CE 060 907-913.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competence; Competency Based Education; *Computer Assisted Design; *Computer Graphics; Computer Software; Course Content; Desktop Publishing; Evaluation Criteria; *Laboratory Procedures; *Learning Activities; Lesson Plans; Programing; Secondary Education; Student Evaluation; Teaching Methods; Technical Education; Units of Study
IDENTIFIERS- *Apple II; *Basic Programing Language; Technology Education

This curriculum guide for a 1-quarter or 1-semester course in computer graphics is designed to be used with Apple II computers. Some of the topics covered include the following: computer graphics terminology and applications, operating Apple computers, graphics programming in BASIC using various programs and commands, computer graphics painting, computer-aided design, computer-aided animation, and desktop publishing. The guide contains a course outline, competencies (task lists), student competency records, and activities. Activities, which serve as lesson outlines used for 1 or more days, include the following: an introduction, an enabling objective, a performance objective, an equipment and supplies list, a performance standard, suggested references for teachers and students, activities, and evaluation criteria. The guide also contains a resource list of 40 books, 9 periodicals, 17 software programs, and 16 videotapes; a glossary; and four appendixes: (1) Apple screen grid sheets, (2) an equipment list, (3) a supply list, and (4) a facility layout. (KC)

DESCRIPTORS- Ancillary School Services; Communication Skills; Community Services; Competency Based Education; *Coping; *Daily Living Skills; Family Life; *Family Life Education; Goal Orientation; Home Economics; Individual Differences; Parenting Skills; *Peer Influence; Secondary Education; *Self Esteem; *Stress Management; Stress Variables; Teaching Guides
IDENTIFIERS- Dysfunctional Behavior

This module is designed for use in the Family Living and Parenthood course and other home economics courses. Using this guide, teachers can help students review and learn daily living skills. Following acknowledgments, a foreword, and a subcompetency list are three units: (1) building self-esteem; (2) managing stress; and (3) handling peer pressure. Each unit contains some or all of the following sections: cross-reference table of instructional materials; unit objective; specific objectives; suggested activities; information sheet; transparency masters; handouts; assignment sheets; answers to assignment sheets; job sheets; unit test; answers to unit test; references; and helpful resources. The subcompetencies covered are as follows: feeling good; individual differences; positive communication skills; setting and achieving goals; self-acceptance; stressors (visible and invisible); stress management techniques; community and school services; stresses in stages of family development; avoiding unnecessary stress; dysfunctional family situations; peer pressure; positive techniques for handling peer pressure; negative consequences of peer pressure; positive consequences of peer pressure; and services and resources for high quality help. (NLA) seen as part of the solution to slow down the Human Immunodeficiency Virus (HIV) transmission and eventually stop it. This study evaluated an educational guide for AIDS prevention which was distributed to youth workers (N=125) in 22 non-school agencies involved with 14- to 18-year old teenagers. Results from a questionnaire confirmed that the implementation process and the guide itself were highly satisfactory. Results indicated, however, that the only variable significantly related to utilization of the educational guide was workers' evaluation of its format and presentation. Six months after the distribution of the educational guide a training needs assessment of youth workers in AIDS domain and its prevention was conducted. Of the previous population 87 remained, and 12 new youth workers joined the study. These workers were asked to respond to a questionnaire regarding a variety of subjects such as fear of AIDS, homophobia, work-related difficulties, and stress in facing the AIDS domain. The relationship was examined between respondents' knowledge of the educational guide and results obtained in various parts of the questionnaire. No significant relationships were found between knowledge or utilization of the educational guide and knowledge of sexuality or AIDS, or attitudes toward AIDS and AIDS prevention or sexuality, or demand for additional training, or the frequency of different interventions. (LLL)

effects of parenting at an older age and concluded that children of older parents had a generally unfavorable view of late parenting and would not choose it for themselves. For the new study, data was gathered from college students (N=415) who were born to parents who ranged in age from their teens to their fifth decade of life. Two identical Affective Quality of Parenting Scales (father, mother) were derived from fixed response questionnaire items designed to tap the major issues raised by Morris. Results indicated that Morris was substantially in error. For mothers there was no significant relationship between maternal age and maternal affective quality of parenting. For fathers, a significant bell shaped curvilinear relationship emerged. Fathers in their 30s were perceived as yielding a higher affective quality of parenting than both younger and older fathers while younger and older fathers were perceived at similar levels. Children did not believe that they received a lower affective quality of parenting at the hands of older parents than they received at the hands of younger parents. The media attention given to Morris' work is misleading and perhaps damaging to older parents, to prospective older parents, and to prospective older adoptive parents. This negative media image of older parents created, or reinforced, by Morris requires correction. (ABL)

ED 344 142   CG 024 135

Understanding and Meeting the Needs of Gay, Lesbian, and Bisexual Students. Participant's Guide.
PUB DATE- 6 Feb 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Bibliographies (131)
DESCRIPTORS- Case Studies; *College Students; Higher Education; *Homosexuality; *Lesbianism; *Student Needs; Student Personnel Services

This guide contains materials to be used during and after a teleconference on the needs of gay, lesbian, and bisexual college students. The agenda for the conference, a list of presenters, and a list of cooperating institutions are included. Four case studies are presented which portray: the "coming out" of a gay student leader; the introduction of sexual orientation materials into the orientation workshop and resulting cancellations; accomodation of homosexual couples in domestic and married student housing; and the creation of a college Acquired Immune Deficiency Syndrome task force and the relationship of student leadership to homosexual students. Two reference lists providing a combined total of 122 resources on gay, lesbian, and bisexual topics are included as well as two lists of organizations which provide information on these issues. A program evaluation form is also provided. (ABL)

Status and Cooperation: Faculty Responsiveness to Student Inquiries.

PUB DATE- Aug 91

NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Information; Admission Criteria; *College Faculty; *College Students; *Cooperation; Graduate Study; Higher Education; Professors; Psychology; Selection; *Status; Teacher Student Relationship

This study was conducted to examine whether faculty members in psychology departments are objective and impartial in responding to requests for information to benefit students who may be potential applicants for admission to graduate study or whether faculty members are influenced by indications of the requestor's status in ways that may restrict access to information for some students. To examine this issue, 228 letters were mailed out to randomly selected professors of psychology at institutions throughout the United States, with 92 responses received. The content of each letter was the same: a request for materials about the professor's current area of research interest to be made available to interested students and faculty and especially to students contemplating further study in psychology. A 2x2x2 factorial design was used, with factors varying by the status of the letter recipient's (high=professor, low=student), the status of the letter recipient's institution (high or low), and the status of the letter itself (high=letterhead, low=plain paper). The findings revealed that the frequency of cooperative responses was significantly lower (23%) for low-status (student) senders using high-status (departmental stationery) letters than in any other combination of conditions (average response rate=45%), suggesting that attempts to enhance student status by invoking institutional affiliation may be counterproductive when seeking voluntary cooperation from academics. (NB)

*Family Problems; School Counseling; *School Role; Secondary School Students; *Student Problems
IDENTIFIERS- *Children of Alcoholics; Dysfunctional Behavior

The issue of children of alcoholics (COAs) is discussed in this document, focusing on COAs in school. The topics of authority in the family and family relationships are discussed. The roles (hero, lost child, mascot) COAs adopt and how these roles are manifested in school are discussed. It is noted that COAs are seeking to have fundamental needs met in peer relationships while the rest of the students are having social needs met. The isolation of the family with an addict is discussed, focusing on the effects of this in school. These 10 specific steps for success with COAs in school are presented: (1) conduct at least one formal program per year for faculty and staff on addiction and family systems; (2) expand drug and alcohol policies to include other addictive behaviors and the addiction of others; (3) provide opportunities for recovering Adult Children of Alcoholics (ACOSs) to tell their stories; (4) provide encouragement for faculty and students who seek help for problems stemming from family addiction; (5) remember some adults in schools are recovering COAs in need of help themselves; (6) provide facilities and time for counseling groups as needed; (7) do not accept behavior at face value; (8) trust one's instincts about suspected family dysfunction; (9) identify a recovering ACOA on the staff to serve as a resource person; and (10) inform parents of expanded addiction policies. (ABL)

comprehension from the teacher's edition of the textbook. The same measure was administered one week later. Results indicated that students in the classroom instructed with semantic webbing performed significantly better, especially on the delayed recall measure. Memory between low and high achieving students varied differentially according to instructional strategy. Combining pictorial and written stimuli appeared to interfere with retention, especially among low achievers. (Nine tables of data are included; 19 references are attached.) (SR)

ED 344 201 CS 010 913

Bean, Thomas W.; Zulich, Jan
A Case Study of Three Preservice Teachers' Beliefs about Content Area Reading through the Window of Student-Professor Dialogue Journals.
PUB DATE- Dec 91
NOTE- 21p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; *Cooperating Teachers; Dialog Journals; Educational Research; Higher Education; Junior High Schools; *Preservice Teacher Education; Student Teaching; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- Hawaii

A study considered the beliefs and practices of three preservice content area teachers about the required content area reading course and its relationship to their field experiences. The three preservice teachers, all older, nontraditional students with previous career experiences, averaged eight dialogue journal entries during their observation-participation field experiences two days per week for two hours per day at a Hawaiian suburban intermediate school. Retrospective interviews were conducted two years after the completion of the field experience. Three major categories emerged from analysis of the journal entries: value of content area reading; preservice teacher thoughts, feelings, and fears; and relationship with cooperating teacher and secondary students. Results indicated that each of the three preservice teachers expressed a real interest in the teaching strategies introduced in the content area reading course. Results also indicated profound concerns about the degree to which they could be implemented within the field setting--whether the relationship between cooperating teachers and preservice teacher became a power or collegial one overrode the other factors of strong personal biography, the content of the related reading course, and opportunities for reflection. Findings suggest that student placement in field experiences is often a matter of convenience rather than careful thought; and cooperating teachers taking courses in clinical supervision with its emphasis on field notetaking and conferencing skills is not enough. (One table of data is included; 27 references are attached.) (RS)

the assumptions behind a discipline are exposed and discussed. An alternative to the overtly political classroom can be called the ethical epistemic approach to teaching. The approach assumes that: (1) composition is a study of written language use; (2) content is more important than form in producing intelligent, interesting papers; and (3) texts, including freshman essays, participate in and express the views of the dominant cultural system. In this new approach, the freshman composition classroom is run as an ongoing writing workshop. During the semester, students write essays on whatever topics they choose and evaluate each other's work. Students are encouraged to question research sources and their writing for underlying ideologies hidden in familiar, rarely-questioned concepts. The ethical epistemic approach seeks to achieve a balance between indoctrination and the pretense of depoliticization while still promoting writing skills. (SG)

Assignments; *Writing Instruction
IDENTIFIERS- Assignment Models; English Teachers

Although many educators consider the teaching of the research paper in high schools old-fashioned, this aspect of the English curriculum remains important for helping students master inquiry and reasoning skills. If carefully presented, the research paper develops skills indispensable for today's complex, information-based society. A review of the current research suggests a number of elements which tend to lead to creative and thoughtful student papers. First, teachers must allow students the freedom to select their own topics. Second, the paper must have an argumentative edge featuring a thoughtful thesis, so that it is not a mere regurgitation of facts. Students must learn how to find a problem, develop an arguable thesis, discover researched support, and finally organize, analyze, and apply the material. Third, a successful research paper is a sequence of assignments allowing the teacher to intervene in one or more stages of the process. Students need sufficient time to think about and develop their arguments. Fourth, a teacher must foster a community of student researchers. Fifth, students should be shown how to generate valid questions regarding their topics. In short, research papers are valid written assignments when students are challenged to create something new with the uncovered knowledge. Students should be led through an escalating series of research experiments, pushing them to higher analytical skill levels with every exposure. (Nineteen references are attached.) (HB)

also provides theoretical support for investigating how people are influenced and motivated by media such as feature films. In the Honors Rhetoric course offered to freshmen at Gonzaga University (Spokane, Washington), students are assigned to analyze the film, "The Mission." A dramaturgical perspective is selected for this assignment because of its stress on the concept of identification between speaker and audience and the critical analysis of motive. The result of such an assignment has been that, although many of the analyses of the film concentrated on the same main act or scene, students developed many different interpretations. Film is a genre of communication worthy of study because of its significant impact on American culture as rhetorical discourse. (Sixteen references are attached; an appendix includes a course description, syllabus, description of the film analysis assignment, and a scoring guide for the course.) (HB)

ED 344 261 CS 507 788

Campbell, John Angus
On the Way to the Origin: Darwin's Evolutionary Insight and Its Rhetorical Transformation. The Van Zelst Lecture in Communication.
PUB DATE- 24 May 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Biology; Communication (Thought Transfer); *Evolution; *Language Role; *Rhetoric; Rhetorical Criticism; *Science History; *Theories
IDENTIFIERS- *Darwin (Charles); *Rhetorical Strategies

Several implications for the understanding of the Darwinian revolution follow from an analysis of the role of colloquial language and prudential reason in Charles Darwin's quest for a theory of evolution. First, the term "natural selection" is not merely or even primarily a technical term and thus cannot be understood accurately apart from the circumstance for which it was designed. Second, an analysis of Darwin's inventional logic invites the expansion of the concept of scientific reason to include timing and a sense of the appropriate. Third, Darwin's rhetoric challenges the received notion that clarity or univocacy is the norm or goal of scientific language. Fourth, any attempt to distinguish Darwin's process of "discovery" from his process of "justification" on the ground that the former is private, subjective, and imaginative while the latter is public, objective, and falsifiable is itself falsifiable--for Darwin's reasoning cannot be accounted for by setting aside his language. Both before and after the "Origin," Darwin originated not so much a theory as a family of theories, each with distinct species and subspecies, and each in response to a particular occasion. (Fifty-five notes are included.) (RS)

Prickett, R. L.; And Others
Future Impact of Globalism on Programs in Educational Administration.
PUB DATE- Aug 90
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Global Approach; Higher Education; Leadership; *World Affairs

A descriptive analysis addressing the future impact of globalism on programs in educational administration provides perspicacity to professors in the specialty area. Emphasis on internal/global education is usually reserved for programs for individuals going to foreign countries, working with foreign countries, or providing cooperative programs with foreign countries. A new emphasis must be provided in educational administration preparation programs for candidates to work with people of other cultures and values--people from other countries who now reside in the United States and operate business and industry for foreign investors. This paper investigates perspectives relating to change and restructuring that affect the future of education and educational leaders in the United States. These perspectives include: (1) the need for transformation in how students, parents, and teachers perceive restructuring to confront the changing world; (2) the changing role of the family in society; (3) the changing society and student diversity; (4) technology and the global society; (5) common understanding and relationships in the economic, political, and ecological connectedness in the world; and (6) educator and educational leader preparation--all in relation to the globalism of the world community. (16 references) (RR)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Board of Education Policy; *Court Litigation; Elementary Secondary Education; Federal Courts; *Freedom of Speech; Public Schools; *Student Rights
IDENTIFIERS- *First Amendment; Hazelwood School District v Kuhlmeier; *Supreme Court

The resolution of free speech issues in the public school context has, until recently, involved a precarious balancing between the First Amendment rights of students and teachers and the role of public schools in inculcating students with fundamental values. This year, in "Hazelwood School District v. Kuhlmeier," the Supreme Court struck this balance in favor of school administrators. Now especially where curriculum decisions are at issue, courts will give school administrators wide discretion. Before embarking on an analysis of the "Hazelwood" decision and its implications, this article examines several of the Supreme Court cases that preceded, and to varying degrees foreshadowed, the Court's decision in "Hazelwood." (104 footnotes) (MLF)

ED 344 323 EA 023 897

National Education Goals: America's School Boards Respond. A Report of the Joint Study Group on the National Education Goals.
PUB DATE- Apr 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Boards of Education; *Educational Change; *Educational Objectives; Elementary Secondary Education; *Goal Orientation; School District Autonomy; State Action
IDENTIFIERS- *National Education Goals 1990

With the advent of the National Education Goals formulated by President Bush and the nation's governors, there is a new, nationwide environment for America's schools. Goals and objectives set at this new level imply a desire for involvement in national monitoring of local efforts to assess student, school, and district performance. Concerned about school board response to the National Education Goals, the National School Boards Association and the U.S. Department of Education's Office of Educational Research and Improvement jointly sponsored a study group to examine why National Education Goals are being promulgated now, why they are important for local school boards, and what school boards can do to support the goals. The study group developed several general principles to apply to each goal. Essentially, the study group urges school boards to: (1) consider the National Education Goals a framework for discussing local educational improvement efforts; (2) recognize that the goals redefine board responsibilities to include advocacy for children and learning; (3) demonstrate the school board's leadership in deciding which community group has primary responsibility for achieving each goal; and (4) prepare to cooperate with community members to change the framework for strategic thinking about education. The study group also offers a framework for considering each goal at the local level and outlines ideal board responses to each of 21 objectives established for the goals. (MLH)

positive effects from involvement in a small-size class remained significant 1 full year after students returned to regular-size classes. Students who previously were in small-size STAR classes demonstrated that they continued to have statistically significant advantages over students who had been in the other two class types (regular and regular-with-aide) on every set of measurements and across all school locations (innercity, rural, suburban, and urban). (6 figures, 7 tables, 14 references) (Author/MLF)

ED 344 345   EA 023 962

Bray, Mark
School Clusters in the Third World: Making Them Work. Digest 23.
PUB DATE- 87
NOTE- 150p.; A product of the UNESCO-UNICEF Co-Operative Programme.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Decentralization; *Developing Nations; Disadvantaged Environment; *Educational Development; Elementary Secondary Education; Foreign Countries; Participative Decision Making; *Shared Resources and Services

Education systems in third world countries are facing severe pressures. The need for qualitative and quantitative advances has forced governments to seek innovative ways to achieve their goals. "School Clusters" is one such innovation. A cluster is a grouping of schools for administrative and educational purposes. Some common objectives of clustering may be to help use scarce resources more efficiently, decentralize decision-making, help disadvantaged communities, increase participation in development, support isolated teachers, and improve social equity. Individual third world countries including Sri Lanka, Thailand, India, Peru, Costa Rica, and Papua New Guinea have made use of the school cluster system. The programs used in each of these countries are reviewed to provide insight into the implications for future policies and programs in other third world countries. Although clusters seem to play a positive role in helping to improve the operation of school systems, this international experience shows evidence of shortcomings and failures as well as successes. Much can be achieved, however, provided policymakers are realistic in their aims and pay careful attention to design and implementation. (48 references) (LAP)

Freund, Maxine; Rab, Victoria Y.
Project I-TIP: Inservice Training for Infant Personnel. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 31 Jul 89
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Demonstration Programs; *Disabilities; *Early Intervention; Infants; Inservice Education; Inservice Teacher Education; Models; Needs Assessment; Preschool Children; Preschool Education; Program Improvement; Staff Development

This final report describes Project I-TIP (Inservice Training for Infant Personnel), a 3-year project which developed and demonstrated a comprehensive model of inservice training for personnel serving children with handicaps (ages 0-5 years). Specifically the project provided training at 17 sites to over 900 individuals. Training protocols were developed on a variety of topics including a language enriched environment model. A model for inservice training was developed and implemented using a needs assessment technique called, "build a model." Using a case study approach to analyze each program system, the project developed a working model to classify program needs according to Maslow's hierarchy of needs and to identify critical factors which influence the success or failure of staff development efforts. Project participants evaluated the program as extremely effective and useful. Individual sections of the report address: goals and objectives; conceptual framework; training model activities and participants; project evaluation; need for continuing inservice training opportunities; and products. (Five references) (DB)

Appendices present Yellowhead policies, detailed survey results, and interview protocols. (48 references) (DB)

ED 344 384 EC 301 113

Schoenhofer, Betty
An Independent Evaluation of the Earplug as a Treatment for Speech Comprehension Difficulties in Selected Children.
PUB DATE- 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attention Control; *Auditory Perception; Elementary Secondary Education; Foreign Countries; *Intervention; *Learning Disabilities; *Listening Comprehension; *Partial Hearing; Reliability; Validity
IDENTIFIERS- Auditory Comprehension Test (Green and Kramar); *Earplugs; Monaural Listening

This study evaluated the validity of using an earplug so that information is presented to only one ear of children (N=34) in Alberta, Canada, with learning disabilities as a means of improving listening comprehension. Children were asked to recall stories from the Auditory Comprehension Test (ACT) immediately after hearing the story. The children (ages 8-18) were retested by an impartial researcher, blind to original test results, regarding: (1) the reproducibility of the monaural advantage; (2) the reliability of the monaural advantage over a mean period of 2 years from the original testing; and (3) the inter-rater reliability of scores from the ACT. The results supported the validity of a monaural effect in that the retest group, as a whole, showed a mean advantage of approximately 30 percent in recalling stories when heard in only one ear. Inter-rater reliability was high. Forty-five percent of the children who were prescribed the earplug continued to wear the earplug on a daily basis at followup. Parents', teachers', and childrens' reports at interviews conformed with reports of the effects of an earplug. The earplug was reported as producing improved abilities to attend to and comprehend speech in 45 percent of the samples. Interview forms are appended. (36 references) (DB)

Education; Trend Analysis; Values

This paper examines gifted education in the context of current educational reform efforts. It offers a rationale for the differentiated education of gifted students based on American values and equitable allocation of educational resources. Examples are offered of curriculum content modification for math, science, language arts, and social studies which utilize four approaches: (1) acceleration, (2) enrichment, (3) sophistication, and (4) novelty. The relationship of gifted education to the America 2000 program and to the six national education goals is noted. The paper then reviews major reform efforts in the areas of accountability, the middle school concept, and cooperative learning. Issues remaining to be solved are also identified and include personnel preparation, unidentified students (e.g., the culturally different), curricular options, strategies and metathinking, and the value of the term, "gifted", itself. (31 references) (DB)

contexts in which young people must make decisions with different degrees of importance, a youth facing problems with conflicting solutions, and a problem demanding an immediate solution. A glossary and a recommended reading list are included. (MSE)

ED 344 424 FL 019 724

Personality Module. Test Booklet. Test Items for Booklets 1, 2, 3=Modulo de personalidad. Libro de prueba. Itemes de prueba para los libros 1, 2, 3.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 101p.; For related documents, see FL 019 721-737.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; Bilingual Instructional Materials; *Decision Making; Learning Modules; *Personality Development; Secondary Education; Skill Development; Social Studies; *Testing; Test Items; Thinking Skills

The booklet is part of a grade 10-12 social studies series produced for bilingual education. The series consists of six major thematic modules, with four to five booklets in each. The interdisciplinary modules are based on major ideas and designed to help students understand some major human problems and make sound, responsive decisions to improve their own and others' lives in the global society. Students are taught to: (1) comprehend and analyze the issue and synthesize their understanding of it; (2) effectively interpret the topic and clarify their values; and (3) participate in activities stressing development of critical reading and expository writing skills and use and interpretation of illustrations, graphs, and charts. This booklet contains test items directly related and coded to the content of the first module, on personality development. Items reflect a wide range of objectives, including application, analysis, evaluation, and synthesis, and sub-objectives based on instructional content. Strategies for remediation are provided for each objective, and strategies for assembling tests are also included. The test items are presented in both Spanish and English. (MSE) interaction. It covers four basic areas of language development: listening, speaking, reading, and writing, with emphasis on reading. The "Needs Kit" includes: (1) a student reader (a collection of eight to ten selections with topics linked to the AABC social studies core curriculum); (2) teacher's handbook that includes lessons, games, evaluative test and student profile, and resource materials; and (3) a student workbook that provides tasks focusing on phonic, structural, comprehension, and study skills as well as vocabulary development and practice. Four themes are stressed in this bilingual program: child, family, community, and natural environment. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB) techniques: reading and classroom exercises. While reading offers some advantages, exercises allow more experience with different contexts and usage. However, neither technique promotes interaction. The alternative presented here is a series of classroom activities that use competitive teams. Three of the activities are described in detail, with examples provided. They include an acrostic and a mystery word game. All can be developed by the teacher and based on current vocabulary in the curriculum. A brief bibliography is appended. (MSE)

ED 344 466   FL 020 220

O Baoill, Donall P., Ed.
Papers on Irish English.
PUB DATE- 85
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Applied Linguistics; *English; Foreign Countries; *Grammar; *Interference (Language); Language Research; *Language Role; Language Variation; Linguistic Theory; *Phonology; *Regional Dialects; Research Methodology; Sentence Structure
IDENTIFIERS- *English (Irish); Ireland

Six papers on Irish English are presented. "The Study of Hiberno-English" (Jeffrey L. Kallen) surveys some aspects of research on the language and offers a historical context for the subsequent papers. "A Tape-Recorded Survey of Hiberno-English in Its Context" (T. M. Tilling) reports on the early stages of an island-wide survey of the English speech of Ireland, combining traditional dialect geography and sociolinguistics. In "Linguistic Cross-Links in Phonology and Grammar" (G. B. Adams), the phonological and grammatical similarities between Irish and English resulting from extended language contact and bilingualism are examined. "The Hiberno-English 'I've It Eaten' Construction: What Is It and Where Does It Come From?" (John Harris) looks in greater detail at the Irish influence evident in one construction. Problems created by differences in structure in Irish and English are examined in "Observations on Thematic Interference Between Irish and English" (Markku Filppula), and "A Global View of the English Language in Ireland" (Kallen) urges a broader-based approach to the study of Hiberno-English than that commonly adopted, incorporating examination of all grammar and discourse phenomena, bilingualism, sociolinguistics, and reference to other English variations, not just standard English usage. (16 references) (MSE)

ED 344 467 FL 020 250

Alatis, James E.
State University System of Florida Foreign Language and Linguistics Program Review.
SPONS. AGENCY- State Univ. System of Florida, Tallahassee.
PUB DATE- Feb 92
NOTE- 240p.; Some pages of appendix may not reproduce well due to filled print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjunct Faculty; American Sign Language; Bachelors Degrees; Class Size; College Admission; College Curriculum; College Faculty; *College Second Language Programs; Degrees (Academic); Doctoral Degrees; Educational Quality; Higher Education; Institutional Cooperation; International Educational Exchange; Language Enrollment; Language Proficiency; Languages; *Language Teachers; *Linguistics; *Majors (Students); Masters Degrees; Program Design; Program Evaluation; State Legislation; *State Standards; State Surveys; *State Universities; Teacher Certification; Teacher Education; Teacher Qualifications; Teacher Supply and Demand
IDENTIFIERS- Florida A and M University; Florida Atlantic University; Florida International University; Florida State University; *State University System of Florida; University of Central Florida; University of Florida; University of North Florida; University of South Florida; University of West Florida

The third systemwide review of Florida's state university second language programs is reported. The executive summary presents some institutional enrollment data and capsulizes findings and recommendations for improvement. The report's introductory section addresses systemwide concerns and issues, including state policy initiatives and comments on the use of adjunct instructors in university language classrooms, interdepartmental collaboration within universities, interinstitutional and international program collaborative efforts, recent state legislation, role of class size and oral proficiency in the quality of language instruction, and the place of American Sign Language in language teaching programs. Reports on individual institutions (University of Florida, Florida State University, Florida A&M University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, Florida International University, and University of North Florida) follow. The concluding section offers systemwide comments and recommendations. Appendixes include: the Association of Departments of Foreign Languages administrative policy statement; reproduced articles on joint Japan/United States language education programs; an article on the implications for teacher education and certification of a Florida court decision; a report on optimum language class size; and professional association materials concerning language proficiency standards. (MSE)

ED 344 468 FL 020 270

Macdonald, C. A.
"How Many Years Do You Have?" English Language Skills Evaluation. A Final Report of the Threshold Project.
PUB DATE- 90
NOTE- 134p.; For a related document, see FL 020 071.
LANGUAGE- English

ED 344 489 FL 020 352

Kennedy, James H.
Multilingual Holiday Bulletin Boards for ESL and Multicultural Classrooms.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English; Spanish; Chinese; Vietnamese; French; Portuguese
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; *Bulletin Boards; Chinese; Classroom Techniques; Cultural Activities; *Cultural Awareness; *English (Second Language); French; *Holidays; Portuguese; Social History; Spanish; Uncommonly Taught Languages; United States History; Vietnamese
IDENTIFIERS- Columbus Day; Halloween; King (Martin Luther Jr); Memorial Day; Saint Patricks Day; Thanksgiving; Valentines Day

Brief passages are presented that are appropriate for teachers to use on bulletin boards as introductions to seven American holidays. It is noted that learning about American holidays and celebrations is an excellent way for students, especially in English-as-a-Second-Language classes, to gain a better understanding of American culture. However, bulletin boards that are decorated with pictures of unfamiliar themes (Pilgrims, shamrocks, ets.) without adequate explanations are baffling to immigrant students. The holidays summarized include the following: Columbus Day, Halloween, Thanksgiving Day, Martin Luther King's Birthday, Valentine's Day, Saint Patrick's Day, and Memorial Day. Each English-language introduction to these holidays is accompanied by versions in five other languages: Chinese, French, Portuguese, Spanish, and Vietnamese. (LB)

ED 344 490 FL 020 354

Hebrew Proficiency Guidelines.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 97p.; Some writing samples may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Error Correction; Functional Literacy; Guidelines; *Hebrew; Language Fluency; *Language Proficiency; Listening Comprehension; Reading Comprehension; *Second Language Learning; Uncommonly Taught Languages; Writing Skills
IDENTIFIERS- ACTFL Proficiency Guidelines

Guidelines for Hebrew language proficiency are presented in two companion volumes which are identical except that one gives examples of various linguistic forms in Hebrew and the other provides them in Roman script. These guidelines are based on the generic guidelines published in 1986 by the American Council on the Teaching of Foreign Languages. They are the result of a 2-year project carried out during 1988-1990 by a national committee based at Brandeis University (Waltham, Massachusetts). The guidelines exemplify the characteristics of each level of the generic guidelines, and for each skill provide a description of the functional linguistic behavior of

ED 344 509 HE 025 406

Contingent Repayment Student Assistance Plans. An Outline of Policy Options.
PUB DATE- Mar 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Computer Simulation; Computer Software; Financial Policy; Higher Education; *Income Contingent Loans; Loan Repayment; Models; *Policy Formation; Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Ontario

This document on contingent student assistance repayment plans in Ontario universities contains a paper on policy options for repayment plans and the manual for a simulation model for testing policy options. The policy options paper begins by describing the contingent repayment concept in which the test for receiving a public subsidy is shifted from the student's parents to the student-as-graduate. This description covers essential elements, other features, advantages, disadvantages, and the differences between this concept and the "graduate tax." There follows a discussion of options for designing a contingent repayment program with options treated in four groups: those affecting the outflow of funds; those affecting the inflow of funds; the amount of public subsidy to the program; and the administrative structure of the program. The paper concludes that a simulation model is necessary in order to calculate the effects of alternative sets of parameters. An appendix outlines simulation model and data requirements. The document's second part presents the simulation model designed for use on a personal computer. It explains the structure of the model, policy options, policy default values and enrollment data, income data and how to run the programs. Appendixes contain tables and default values and options. Fifty four references are included with the first paper. (JB)

ED 344 510 HE 025 407

From Higher Education To Employment. Volume I: Australia, Austria, Belgium, Germany = De l'enseignement superieur a l'emploi. Volume I: Allemagne, Australie, Autriche, Belgique.
PUB DATE- 92
NOTE- 230p.; For volumes II and III, see HE 025 408-409.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Education Work Relationship; Employment Opportunities; Employment Patterns; *Graduate Study; Higher Education; Labor Market
IDENTIFIERS- Australia; Austria; Belgium; Germany

This volume presents reports on the flows of graduates from higher education and on their entry into working life in Germany, Austria, Belgium, and Australia. Each paper is written according to detailed guidelines designed to assemble information from many sources, to reflect the state of the art, and to illustrate a variety of approaches, methodologies and philosophies. The paper on Germany by Manfred Tessaring describes changes in the past two decades, the higher education system in Germany, employment and unemployment, the changing

ED 344 529 HE 025 443

Senate Select Committee on Higher Education To Study Tuition Policy at Michigan Colleges and Universities: Final Report.
PUB DATE- 21 Dec 90
NOTE- 204p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Educational Finance; Educational Trends; Expenditures; Financial Support; Higher Education; Policy Formation; *State Colleges; State Legislation; *State Universities; Tax Allocation; *Tuition
IDENTIFIERS- *Michigan

This report contains the final recommendations of the Michigan Senate Select Committee on Higher Education on tuition policy at Michigan public colleges and universities. The report presents its findings and recommendations in three large parts. The first section contains the final recommendations of the Committee including goals of affordability and excellence, decision-making processes, a mission challenge and an appropriations challenge. The second section contains a report to the Committee on "Tuition Revenue and General Fund Expenditures at Michigan's Public Universities: Fiscal Year 77 to Fiscal Year 89" (Henry Prince). That report covers enrollment trends, revenue trends, expenditure trends, employee trends, programmatic modeling and extensive tables, figures, and references. Section III contains other documents, statements and reports presented to the Committee including: (1) a statement by David Adamany (president of Wayne State University); (2) a report consisting of figures and graphs by Carol Frances a consultant on national trends; (3) a comparative analysis of the financing of Michigan higher education by Kent Halstead (president of Research Associates of Washington, D.C.); (4) a report by Diane Smolen on community college and public university tuition trends; and (5) discussion by Marna Whittington and Robert Zemsky on the need for universities to change their processes. (JB)

ED 344 530 HE 025 444

Glover, Robert H.; Wilcox, Jerry
An Interactive Model for Studying Student Retention.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Information; College Outcomes Assessment; Computer Software; Demonstration Programs; Higher Education; Information Management; Institutional Environment; Institutional Evaluation; *Institutional Research; *School Holding Power
IDENTIFIERS- *University of Hartford CT

A descriptive study was done of a microcomputer-based modeling approach to retention analysis used at the University of Hartford (Connecticut) which relied on an information system which integrates multi-year admissions, financial aid, and academic data with surveys of college student adjustment, involvement, and reasons for leaving. Analyses were performed with an interactive decision support system that enabled users to test hypotheses about high and low risk student

ED 344 548 HE 025 462

Aaron, Jane, Ed.; Walby, Sylvia, Ed.
Out of the Margins: Women's Studies in the Nineties.
PUB DATE- 91
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; Course Evaluation; Courses; Curriculum; Females; Feminism; Foreign Countries; Higher Education; *Intellectual Disciplines; Lesbianism; Politics; Politics of Education; Teaching Methods; *Womens Studies
IDENTIFIERS- *Great Britain

This book brings together 17 papers on Women's Studies, in particular on their future in the 1990s and on creating and maintaining Women's Studies programs at institutions of higher education. The first section, "Women's Studies Today," provides full accounts of the development of Women's Studies in Britain within all branches of further and higher education, and compares the situation in Britain with that in Europe. Further chapters in this section discuss appropriate teaching methods, assessment procedures for Women's Studies courses, and challenges to the institutional structures of education. The second group of papers, "Women's Studies and the Feminist Movement," touch on the problem of gender for Women's Studies, Women's Studies and politics, and the relationship between theory, action and personal experience. The third section, "Working With Diversity," contains papers that address questions of difference within feminism, in particular the place, or displacement, of lesbian and black women's experience. The final group of papers, "Making a Difference," investigates the impact of Women's Studies on mainstream disciplines and demonstrates how the interdisciplinary nature of Women's Studies breaks down traditional subject barriers. Notes on the contributors and an index are included. References follow papers. (JB)

ED 344 549 HE 025 463

Gale, Rodney; Grant, Janet
Managing Change in a Medical Context: Guidelines for Action.
SPONS. AGENCY- Leverhulme Trust, London (England).
PUB DATE- Mar 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change; Change Agents; Change Strategies; Foreign Countries; Guidelines; Higher Education; *Management Systems; Medical Schools; Medical Services; *Medicine; *Organizational Change; Resistance to Change
IDENTIFIERS- *Great Britain

This booklet presents guidelines for the management of change in medicine in Great Britain, particularly post-basic medical education. Following a forward and introduction, a description of the study from which the guidelines were developed is

ED 344 567 IR 015 455

Development of the "Standard Educational Materials List." Audiovisual Instructional Materials. AVE in Japan No. 30.
PUB DATE- 91
NOTE- 38p.
LANGUAGE- Japanese; English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Aids; Electronic Equipment; Elementary Education; Foreign Countries; *Instructional Materials; Junior High Schools; Microcomputers; *Standards; Video Equipment
IDENTIFIERS- *Japan

The Ministry of Education, Culture, and Science in Japan revised its standards for educational materials to be provided in schools and promulgated a new "Standard Educational Materials List" on March 17, 1991. This manual provides information about the new list first in Japanese and then in an English language version. The new list outlines the standard types and quantities of educational and instructional materials deemed necessary in effecting the new course of study at the compulsory education level. It presents these goals and serves as a guide for each school to follow in complying with the new course of study based upon its own needs while reinforcing its own unique, educational program. The newly revised standards have two objectives: to broaden and strengthen each school's freedom of choice in the selection of educational materials, and to provide an improved basis for the acquisition of educational materials when implementing the new course of study or as new materials become available. The current revision of the course of study places a great deal of emphasis upon classes in Morals and special items, including 16mm movies, video software, and other resources have been specifically designated for these classes. Newly designed materials on the list as a whole include compact discs and disc players, video equipment, videodiscs and players, and overhead video projectors. Word processors have been added to increase teachers' efficiency in developing instructional materials. Also included are a wide variety of other items, including fish tanks, ring toss games, wall maps, instruments, circular table saws, and spotlight systems. Some items have been deleted from the former list, while others have been consolidated. A list of common educational materials for elementary and junior high schools is presented in tabular format as well as materials for teaching morals at the same levels. (DB)

ED 344 568 IR 015 462

Khine, Myint Swe
Computers in Schools: The Issues, Problems, and Prospects.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Computer Assisted Instruction; *Computer Literacy; Computer Uses in Education; *Developing Nations; Elementary Secondary Education; Foreign

ED 344 585 IR 015 542

Priority: Africa. Programme of Action Proposed by the Director-General (1990-1995). Proceedings of the Informafrica Seminar on Informatics in the Service of the Development of Education in Africa (Lome, Togo, December 3-7, 1990). Final Report.
PUB DATE- Jan 91
NOTE- 75p.; For earlier proceedings, see ED 330 834 and ED 335 254.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Developing Nations; Educational Administration; *Educational Development; Educational Needs; Educational Planning; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; Instructional Innovation; *International Cooperation; International Organizations; *Policy Formation; Regional Cooperation; Teacher Education
IDENTIFIERS- *Africa

This publication is the final report on a seminar which addressed the role of the new information technologies in the development of education in Africa. Participants included delegates from 37 African member states, two inter-governmental organizations, two non-governmental organizations, four educational institutions, two private institutions, and a multilateral financing agency. Experts invited by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Agency for Cultural and Technical Cooperation (ACCT) were also present. The first of four chapters in the report describes the plenary sessions, including the inaugural session, constitution of the bureau, introductory addresses, and the sequence of the proceedings. The proceedings of the plenary session are summarized in the second chapter, and the third discusses elements of a program of action proposed by the working groups. These include the policy and strategy for the incorporation of information technologies in education; research and development--the production of instructional computer software, maintenance, and the problem of national languages; and inter-African and international cooperation. Additional proposals concerned with teacher education and policy formation are presented in the fourth chapter. The first seven appendices contain addresses made at the opening session or the closing session by the Rector of the University of Benin (Togo), the Secretary-General of ACCT, the Director-General of UNESCO, and the Togolese Minister of Technical Education and Vocational Training. The two final appendices contain a list of participants and a list of related working documents. (DB)

ED 344 586 IR 053 942

Naughton, Renee
The Book Report & Library Talk Directory of Sources. A Special Report. Professional Growth Series.
PUB DATE- Oct 91
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 344 605 IR 054 009

Michelson, Avra
Expert Systems Technology and Its Implication for Archives. National Archives Technical Information Paper No. 9.
PUB DATE- Mar 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; Business; Data Processing; *Expert Systems; Federal Government; Government Libraries; Information Storage; Information Systems; *Information Technology; Library Administration; Library Collections; National Libraries; Problem Solving; Public Agencies; *Records Management

This report introduces archivists to the potential of expert systems for improving archives administration and alerts them to ways in which they can expect intelligent technologies to impact federal record-keeping systems and scholarly research methods. The report introduces the topic by describing expert systems used in three Fortune 500 companies. It then defines expert systems, distinguishes them from conventional programs, and presents the capabilities of the technology together with examples of suitable applications. Discussion of the building of an expert system application begins with a short history of the evolution of the technology, followed by a detailed account of knowledge engineering, i.e., the process used to develop an expert system. Descriptions of several expert systems applications in the federal government highlight applications in the Internal Revenue Services, the Social Security Administration, and the Office of Management and Budget (Executive Office of the President). A report on the library profession's emerging use of this technology focuses largely on the three national libraries of the federal government: the National Library of Medicine, the National Agricultural Library, and the Library of Congress. The discussion of recent advances in expert systems technology that concludes the paper examines limitations of the technology, identifies likely frontiers for further research and development, and considers the implications of the technology for archives administration. A list of sources and related bibliographies is appended. (MAB)

ED 344 606 IR 054 016

Meyer, Linda; Wood, Richard J.
Library Staff Evaluations and Merit Pay Decisions: A Case Study.
PUB DATE- Feb 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Case Studies; Evaluation Criteria; *Evaluation Problems; Higher Education; *Library Administration; *Library Personnel; *Library Standards; *Personnel Evaluation; Specifications
IDENTIFIERS- Sam Houston State University TX

Because of support staff dissatisfaction with Sam Houston State University library's evaluation and merit system, the Director initiated a staff evaluation committee which reviewed current evaluation practices, drafted a new evaluation instrument, and revised the evaluation process. The factors which were involved

ED 344 624 JC 920 190

Fall 1986 First-Time Community College Student Transfer Study.
PUB DATE- Apr 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Credits; *College Transfer Students; Community Colleges; Comparative Analysis; Ethnic Groups; Higher Education; National Surveys; State Surveys; *Student Educational Objectives; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- Center for the Study of Community Colleges CA; *Illinois; *Transfer Rates (College)

In 1992, 27 Illinois community college districts (38 colleges) participated in a national transfer study conducted by the Center for the Study of Community Colleges (CSCC). The purpose of the study was to test a model for calculating transfer rates which used as its cohort group those students entering a community college in fall 1986 with no prior college experience who had earned at least 12 college-level semester credit hours. Included in the study were those 45,795 students who initially had enrolled in baccalaureate/transfer, occupational, and general associate degree programs at Illinois's community colleges. Using the CSCC transfer model, the overall transfer rate for Illinois was 24.1%. However, determining multiple rates based on distinct pools of students more realistically depicted the nature of transfer. For example, the rate for students from baccalaureate/transfer programs was 32.6%, while the rate for students who indicated that they intended to transfer was 40.4%. Ascertaining multiple rates also revealed differences in course-taking and transfer behavior among racial/ethnic groups. Asians had the second highest percentage of students earning at least 12 credit hours (50.2%) and the highest transfer rate (29.3%). For baccalaureate/transfer students, the difference between the highest transfer rate for White students (35.6%) and the lowest for Black students (18.5%) was 17.1 percentage points. Percentages of students earning the 12 credit hour minimum and transfer rates differed significantly among community colleges as well. Overall, the percentage of students earning the credit minimum ranged from 67.4% (Olney Central) to 17.5% (City Wide), with the statewide figure at 47%. Transfer rates ranged from 35% (Kishwaukee) to 8% (Malcolm X), with the statewide rate for the participating colleges at 24.1%. Data tables are provided. (JMC)

ED 344 625 JC 920 191

Characteristics and Trends of Illinois Public Community College Faculty and Staff, Fall Terms 1989-1991.
PUB DATE- Apr 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Characteristics; *College Faculty; *Community Colleges; Educational Attainment; Ethnicity; Longitudinal Studies; *Personnel Data; *Professional Personnel; Race; School Personnel; State Surveys; Tables (Data); Teacher Characteristics; Trend Analysis; Two Year Colleges

ED 344 641 JC 920 211

Cohen, Don, Ed.
The AMATYC Review. Volume 13, 1991-1992.
PUB DATE- 92
NOTE- 204p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; Community Colleges; *Mathematical Applications; *Mathematical Concepts; *Mathematical Formulas; Mathematics Anxiety; *Mathematics Instruction; Remedial Mathematics; Student Placement; Teaching Methods; Two Year Colleges

This document consists of the two numbers of "The AMATYC Review" issued during publication year 1991-1992. The following articles are featured: (1) "Educational Reflections" (D. A. Crocker); (2) "Mathematics: An International View" (I. Malyshev, J. R. Becker, editors); (3) "Pandora's Rectangular Parallelepiped" (L. R. Tanner, editor); (4) "The Chalkboard" (J. Cain, J. Browne, editors); (5) "Problem Section" (M. W. Ecker, editor); (6) "Book Reviewss" (J. J. Edgell, Jr., editor); and (7) "Software Reviews", (S. Mah, editor). In addition, the fall 1991 issue contains: "Using the Calculator in a Prealgebra Course" (L. H. Boyd, V. M. Carson); "Supercurves: An Opportunity for Student Research in Precalculus Courses" (J. R. Smart); "On p-Secting an Angle" (S. P. Gordon); "A Useful Vector Decomposition Theorem" (A. E. Labarre, Jr.); "L'Hopital's Rule with Mathematica" (J. H. Mathews); "Compound Interest the e to the x Way" (B. Leonard, H. S. Shultz); "Name That Mathematician" (C. Ashbacher); "Mind's-Eye Proof" (R. L. Francis); "A Program for the Math Anxious at the University of Minnesota" (D. F. Robertson); and "Solving Word Problems Using the Foreign Language Algebra" (R. Pumford). Articles in the spring 1992 issue are: "A Time for Change in Remedial Mathematics" (E. D. Laughbaum); "An Application of Discrete Mathematics to Coding Theory" (L. J. Donohoe); "Symmetry in Irregular Convex Polygons" (T. W. Shilgalis); "Patterns Related to the Decimal Expansions of 2 to the negative nth" (A. Cusumano); "The Transformation of an Inconsistent Linear System into a Consistent System" (M. Paredes, M. Fatehi, R. Hinthorn); "Deriving the Area of a Circle" (J. D. Austin); "Hollywood Bowl Parking" (M. Bonsangue, H. S. Shultz); "An Inductive Proof of Fermat's Little Theorem" (J. Suzuki); "A Swiftly Convergent Sequence to Pi" (M. Schapira); "Poetry in Curve Sketching" (J. Z. Wiranowski); "Poetry in Mathematics (R. L. Francis); "The Arithmetic Connection" (P. W. Brunson); and "College Placement Testing: A Local Alternative" (W. L. Truman). (JMC)

ED 344 642 JC 920 213

Reed, Ron
The Venture Program: A Faculty Mentoring Project.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *College Faculty; Community Colleges; Cultural Activities; *Cultural Awareness;

ED 344 658 JC 920 239

Engleberg, Isa N.
From Myth to Reality: Humanities Study at Prince George's Community College.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classical Literature; Community Colleges; Course Descriptions; Faculty Development; *Greek Civilization; Greek Literature; *Humanities; Humanities Instruction; *Inservice Teacher Education; *Mythology; *Seminars; Summer Programs; Two Year Colleges

In 1989, Prince George's Community College (PGCC) received a grant from the National Endowment for the Humanities to support a 4-week summer seminar in Greek mythology for humanities faculty. The seminar, entitled "The Nature and Function of Greek Mythology," provided enough financial compensation to free the faculty from summer school teaching, allowing their participation. Week one of the seminar offered a review of modern approaches to Greek mythology, while the lectures, films, and sessions in week two centered on the function of myth in Greek society. Week three, as well as each afternoon of the entire seminar, was set aside for individual research, seminar paper preparation, and consultations with the instructor. In the final week, participants studied the influence of Greek mythology on Western literature and art. Following the seminar, a series of lectures on mythology were organized. The seminar also inspired two subsequent grant-funded activities. In 1990, the Maryland Humanities Council funded nine public lectures entitled "Masks and Myths," featuring scholars, artists, and members of the PGCC faculty. In 1991, the National Endowment for the Humanities funded a statewide summer seminar, entitled "The Greek Experiment," on the PGCC campus which was open to 20 Maryland community college faculty. In 1992, PGCC was approached by the Community College Humanities Association with a proposal to develop a national seminar focusing on the study of ancient Greece. "The Greek Character," offered at Georgetown University during the summer of 1992, was the result. The seminars gave birth to a wealth of additional activities, and generated both intellectual excitement and collegiality on campus. (JMC)

ED 344 659 PS 019 849

Ford, Debra L.
Parental Participation and Academic Achievement.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Aspiration; Catholic Schools; Children; *Elementary School Students; *Family School Relationship; Grade 3; Grade 4; Intermediate Grades; *Parent Participation; Parent Role; Parents; *Parent Student Relationship; Primary Education; Student Attitudes; *Student Motivation
IDENTIFIERS- Illinois (Chicago); Parent Expectations; Student Expectations

ED 344 676 PS 020 489

Harris, Irving B.
Primary Prevention vs. Intervention.
PUB DATE- 5 Feb 92
NOTE- 33p.; Address presented at the "Focus on Children: The Beat of the Future" Conference (New York, NY, February 5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Abortions; At Risk Persons; *Child Neglect; *Civil Liberties; *Costs; Early Childhood Education; Economic Impact; Prevention; *Public Policy; Quality of Life; *Social Problems; Social Services; State Legislation
IDENTIFIERS- Michigan; *Unwanted Children

This address was delivered at a conference held at the Columbia University (New York City) Graduate School of Journalism. The decision about abortion, it was stated, involves more than the particular woman who is pregnant with an unwanted fetus. Because of the impact of unwanted children on education, crime and violence, and public costs, the society at large has a stake in the issue. The nation's ability to educate all children is being jeopardized by the large number of unwanted children whose parents fail to prepare them for school or provide them with proper and caring guidance. These children frequently display anti-social behavior and are likely to become juvenile delinquents and criminal adults. A disproportionate share of problem students, juvenile and adult offenders, and welfare recipients come from the ranks of unwanted children whose parents failed them from the start. The taxpayer must cover the high and increasing costs of public schools, prisons, and welfare. In 1988, the Michigan State legislature enacted a policy refusing access to abortion for women who were unable to pay. The number of abortions performed in the state dropped by 10,300 between 1988 and 1989, saving the state as much as $3 million. However, the costs associated with the increased numbers of babies with congenital anomalies, of babies born to teenage mothers, or of babies with low birthweight could cost the state over $400 million. Efforts that would prevent poverty and family dysfunction include: (1) ensuring that every woman, regardless of income, has access to family planning services and abortion; (2) providing intensive counseling and media-supported advocacy of responsible sexual behavior; and (3) providing the money and training needed to improve early childhood education. (AC)

ED 344 677 PS 020 491

Clyde, Margaret; Ebbeck, M. A.
Teacher Development: A Comparative Study of Early Childhood Teachers in Their First Year of Teaching 1988-90.
PUB DATE- 91
NOTE- 22p.; Paper presented at the AARE Conference (Queensland, Australia, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Child Care Occupations; Comparative Analysis; Day Care Centers; Early Childhood Education; Foreign Countries; *Job Satisfaction; Kindergarten; Longitudinal Studies; *Preschool Teachers; School Surveys; Self

ED 344 695 PS 020 521

Thompson, Scott
Proceedings of the International Roundtable on Family-Community-School Partnerships (3rd, Chicago, Illinois, April 2, 1991).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Elementary Secondary Education; *Family School Relationship; Intercultural Communication; International Education; *Parent Participation; *School Community Relationship
IDENTIFIERS- *Educational Transitions; *Partnerships in Education

The roundtable reported in this document was intended to identify cross-cultural themes in education and support the growth of a network of international scholars. The roundtable included: (1) reports on partnerships among families, communities, and schools in Eastern Europe, Latin America, Spain, Portugal, Singapore, and Australia; (2) presentations on research and practice concerning educational partnerships in the United States; (3) discussion of a cross-cultural study of parent involvement in Austria, Taiwan, and the United States; and (4) an open discussion. Prominent roundtable themes reported in this document include strategies for making academic and social success a reality for all children; transitions between home and school and between educational levels; and family and community participation in schools. Ten references are cited in the preface of the document. Lists of visitors to, and participants in, the roundtable are appended. (BC)

ED 344 696 PS 020 522

For Parents: An Introduction to Kindergarten.
PUB DATE- Feb 92
NOTE- 15p.; ED 262 890 is the 1985 version of this document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Class Activities; Foreign Countries; *Kindergarten; *Learning Activities; *Parent Materials; Preschool Teachers; Primary Education
IDENTIFIERS- New Brunswick

This booklet for parents explains the activities that take place in kindergarten and the characteristics of kindergarten staff. Also discussed is the manner in which the activities and staff help children develop. Activities considered center around dramatic play; children helping themselves and others; pets; cooking; snacks; exercise; reading and writing; mathematics; group activities; work, play, or activity time; and parent involvement. The booklet concludes with discussion of children with special needs in kindergarten and the nature of children's learning and motivation. (BC)

ED 344 697 PS 020 524

ED 344 715 RC 018 607

Summaries of 1991-92 EDCORE Grant Winners.
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Cooperative Learning; *Educational Innovation; Educational Technology; Elementary Secondary Education; Environmental Education; Geography Instruction; *Grants; High Risk Students; *Mathematics Instruction; Outdoor Education; Reading Instruction; *School Business Relationship; *Science Instruction; Whole Language Approach
IDENTIFIERS- *International Paper Company

This document includes a pamphlet and report pertaining to International Paper Company's EDCORE (Education and Community Resources) grant program. The pamphlet describes the program which awards grants in communities where International Paper Company's employees live and work. It highlights three EDCORE grants in Louisiana, Wisconsin, and Maine. The accompanying report contains information on 1991-92 EDCORE grant winners. One hundred forty-seven grants totalling $549,167 were awarded in school districts in the states of Alabama, Arkansas, California, Louisiana, Maine, Mississippi, New York, Oregon, Pennsylvania, South Carolina, Texas, and Wisconsin. Grant descriptions are organized alphabetically by state, and within state by the International Paper Company Facility which is in partnership with local school districts. Grants fall into the categories of John Hinman Teacher Fellowships, School Projects, and Open Opportunity Grants. Each grant description contains the title, the teacher or coordinator, the school, the amount awarded, and a brief summary of the project. Grant topics include: (1) whole language instruction; (2) enhanced science programs; (3) geography instruction; (4) cooperative learning; (5) student publishing; (6) higher level thinking skills; (7) community involvement; (8) enhanced mathematics instruction; (9) reading programs; (10) environmental education; (11) outdoor education; (12) writing instruction; (13) educational technology; and (14) programs for at-risk students. (KS)

ED 344 716 RC 018 608

Flores, Juan M., Ed.; Merino, Rene A., Ed.
Educational Research and the Mexican American Child.
PUB DATE- 91
NOTE- 78p.; Published annually.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Dropout Rate; Elementary Secondary Education; Higher Education; Hispanic Americans; *Limited English Speaking; *Literacy; *Mexican Americans; Multicultural Education; Non English Speaking; *Student Motivation; *Student Recruitment; *Teacher Education

This annual theme issue is devoted to articles on educational research pertaining to the Mexican American child. In addition, there is an article proposing strategies for recruiting Hispanics in teacher education, and a poem recalling a childhood experience. Titles and authors are: (1) "Motivation for Learning English: Differences Between Non- and Limited-

ED 344 734 SE 052 300

Kanare, Howard M.
Writing the Laboratory Notebook.
PUB DATE- 85
NOTE- 153p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Ethics; Higher Education; Inventions; *Laboratory Experiments; Legal Responsibility; *Notetaking; Patents; Science Education; Scientific Research; *Writing Skills

The purpose of this book is to teach the principles of proper scientific notekeeping. The principles presented in this book are goals for which working scientists must strive. Chapter 1, "The Reasons for Notekeeping," is an overview of the process of keeping a laboratory notebook. Chapter 2, "The Hardware of Notekeeping," is intended especially for the laboratory manager, purchasing agent, or school administrator who is responsible for specifying and obtaining laboratory notebooks, writing paper, and pens. The information that is included will also be valuable to librarians, archivists, record managers, and any scientist who is concerned about the permanence of written records. Chapter 3, "Legal and Ethical Aspects," discusses the ownership, rights, and obligations of the scientist and the employer, both in the university and industry. Chapter 4, "Management of Notekeeping," describes practices for issuance, use, and storage of notebooks. Chapter 5, "Organizing and Writing the Notebook," emphasizes the importance of being flexible and clear in writing. Chapter 6, "Examples of Notebook Entries," provides examples of the proper method of entering a variety of laboratory notes. Chapter 7, "Patents and Invention Protection," examines how the notebook is used to help secure patents and invention protection. Chapter 8, "The Electronic Notebook," summarizes the advantages and disadvantages of traditional, handwritten notekeeping systems and computer-based systems. Some suggestions for teaching laboratory notekeeping and photographs from the historical laboratory notebooks of famous scientists are appended. (KR)

ED 344 735 SE 052 314

Grant, David; Draxler, Susan
Science at the Seashore. Project Impact.
PUB DATE- Jun 89
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Earth Science; Geology; Grade 6; Grade 7; History; Intermediate Grades; Junior High Schools; *Marine Biology; Resource Materials; *Science Activities; Science Education

These materials were developed for use at the Ocean Institute at Sandy Hook Park in New Jersey. They are used by the students in

ED 344 753 SE 052 674

Romero, J. Christian
Improving Attitudes and Practices in Teaching/Learning by Means of Aerospace In-Service Teacher Education. Aerospace Teacher Education Statistical Study.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aerospace Education; Age Differences; Fieldtrips; Higher Education; *Inservice Teacher Education; Interviews; Questionnaires; Science Education; *Science Instruction; Sex Differences; *Teacher Attitudes; Teacher Qualifications; Teaching Experience; Workshops

The purpose of this investigation was to examine the relationship of the first two aerospace education workshops conducted by the United States Space Foundation and sponsored by the Univesity of Colorado, Colorado Springs, and the United States Air Force Academy to attitudes and practices of workshop participants regarding aerospace education. To solve the problem and achieve the purpose of the study, all workshop participants (n=71) were assessed by means of two instruments: (1) an interview questionnaire designed to investigate certain practices employed by educators regarding the teaching of aerospace concepts; and (2) an opinionnaire designed to investigate the attitudes of educators toward aerospace education. It was found that participation in the aerospace education workshops was significantly related to attitudes and practices regarding the teaching of aerospace concepts. It was also found that there was no significant relationship between attitudes toward aerospace education and sex, age, teaching experience, educational preparation, teaching level, and size of the community. Participants felt overwhelmingly that field trips to aerospace industries and installations are important in providing proper educational experiences. (70 references) (KR)

ED 344 754 SE 052 677

Popularization of Science. Report of a Commonwealth Regional Workshop (Lusaka, Zambia, April 15-19, 1985).
PUB DATE- Dec 85
NOTE- 70p.; Prepared by the Commonwealth Council and Education Programme of Human Resources Development Group.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Citizen Participation; Communication (Thought Transfer); *Cultural Awareness; *Foreign Countries; *Mass Media Use; Public Opinion; *Public Relations; *Science and Society; Science Education; Technology; Workshops
IDENTIFIERS- *Africa

The workshop on the popularization of science was the first of what the organizing institutions hoped would be a series of workshops on this important theme. It was held to complement the efforts of various institutions and organizations in the whole area of technological acculturation so that the benefits of science may be understood by and passed on to the general public. The 50 participants drawn from Gambia, Sierra Leone, Ghana, Nigeria, Uganda, Kenya, Tanzania, Zambia, Malawi, Lesotho, Botswana, Swaziland, Zimbabwe, Mauritius, Malta and Cyprus spent most of the time at discussions and practical

ED 344 772 SE 052 798

Middleton, James A.; And Others
Mathematics Teachers' Views about Teaching as a Profession: Final Results of a Four-Year Longitudinal Study. A Report from the Urban Mathematics Collaborative Documentation Project. Program Report 91-4.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 91
NOTE- 185p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Interviews; Job Satisfaction; *Longitudinal Studies; *Mathematics Education; *Mathematics Teachers; Professional Autonomy; Professional Recognition; Public Opinion; Public Support; Quality of Working Life; Surveys; *Teacher Attitudes
IDENTIFIERS- *Mathematics Education Research

This paper reports the results of a 4-year longitudinal study of approximately 600 urban mathematics teachers who were surveyed to ascertain their attitudes regarding certain attributes of the profession of mathematics teaching, specifically: the use of the professional organization as a major referent, the belief in service to the public, the belief in self-regulation, a sense of calling to the field, and autonomy. The teachers were situated in 11 urban centers in the United States participating in the Ford Foundation Urban Mathematics Collaborative (UMC) project. In addition to the survey data, a written interview administered to a subset of 40 teachers was used to validate findings from the survey and to emphasize the complexity and diversity of teachers' beliefs. Included in this document are: (1) extensive discussions of the teachers' responses to the 1990 administration of the Survey of Teacher Professionalism with comparisons to the previously published results from the 1986 administration; (2) statistical analyses of the change in responses to the survey over time for those teachers who completed both surveys; (3) discussion of the response patterns to the five attributes annotated above in terms of the attribute (factor) structures generated by overall response, participation level, and collaborative site, respectively; (4) a complete listing of responses to the written interview from the subset of 40 teachers; and (5) the survey, itself. Responses, in general, indicate that teachers hold attitudes one would ascribe to members of a profession. Yet, the findings indicate that in contrast to their ideals, teachers preferred that the reality of teaching is hardly facilitative of professional development. Specifically, they tend to feel that too much control is exercised over their work by administrators and that the contribution mathematics teachers make to society is not recognized, generally. Detailed responses to the survey are included in the appendix. (JJK)

ED 344 773 SE 052 815

Martin, Cathy, Comp.; Cadoree, Michelle
Bioethics. LC Science Tracer Bullet.
PUB DATE- Mar 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

ED 344 790 SO 020 371

Brown, Nancy I.
Establishing Links to the Schools. Bar/School Partnership Programs Series.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 88
NOTE- 12p.; For related documents, see EJ 335 155, and SO 020 368-378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Resources; Elementary Secondary Education; Human Resources; *Law Related Education; *Program Development; Public Service; *School Community Programs; *School Community Relationship; Social Studies; Volunteers
IDENTIFIERS- American Bar Association

For lawyers, judges, criminal justice people, and other professionals wanting to become involved in law-related education programs in their area schools, this handbook offers information on how schools are organized and how one might go about developing a working relationship with them. Suggestions are offered for getting started and involving the rest of the community. Meeting agendas and funding are discussed, and pointers are given for making the transition from planning to doing, for maintaining the momentum once a program is started, and for publicity and promotion. A glossary of education-related terms is provided. (JB)

ED 344 791 SO 020 372

Van Camp, Julie; And Others
The Courts and the Schools. Bar/School Partnership Programs Series.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 88
NOTE- 20p.; For related documents, see EJ 335 155, and SO 020 368-378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Class Activities; Community Resources; Court Judges; *Court Role; Courts; Curriculum Enrichment; Field Trips; *Human Resources; Intermediate Grades; *Law Related Education; Lawyers; *Learning Activities; Role Playing; School Community Programs; Secondary Education; Social Studies
IDENTIFIERS- American Bar Association

Court systems across the United States have become vital supporters of law-related education (LRE) in elementary and secondary schools. Judges and other court personnel have the substantive legal and procedural knowledge that students need in order to develop positive attitudes toward the law and the

ED 344 810 SO 021 852

Kimura, Yukiko
Issei: Japanese Immigrants in Hawaii.
PUB DATE- 88
NOTE- 290p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Cultural Influences; Family Life; *Immigrants; *Intergroup Relations; *Japanese Americans; Modern History; Occupations; *Social History; Social Networks; Socioeconomic Influences; United States History; World War I; World War II
IDENTIFIERS- *Hawaii; *Issei

Coming to Hawaii before July 1, 1924, when the Japanese Exclusion Act became effective, the experiences of the Issei or first generation are described. Divided into four parts, this book examines the experiences of Japanese immigrants in Hawaii from 1885 through 1970. Part 1, "The Formation and Stabilization of the Issei Community," explores the general background of the Japanese immigrants as contract laborers in the following chapters: (1) "The Early Years of Japanese Immigration to Hawaii"; (2) "Prefectural Groups in Hawaii"; (3) "Immigrants from Fukushima-ken"; and (4) "Immigrants from Okinawa-ken." Part 2, "Work," deals with the major occupations of the Issei in the following chapters: (5) "Plantation Laborers"; (6) "Japanese in Other Major Industries and Commerce"; and (7) "Issei in Professions." Part 3, "Family and Social Life," discusses stabilizing influences on the Japanese community in the following chapters: (8) "The Growing Independence of the Immigrants"; (9) "The Emerging Issei Community"; (10) "Religion"; and (11) "Major Organizations and Institutions." Part 4, "The Impact of War," looks at the position of the Issei in the two world wars in the following chapters: (12) "World War I and Hawaii's Japanese"; (13) "Prelude to War with Japan"; (14) "The Japanese Community During World War II"; and (15) "The Issei Community in Postwar Years." Notes and a 60-item bibliography are included. (AF)

ED 344 811 SO 021 860

Duea, Joan; And Others
Stars and Stripes for Kids. An Instructional Unit for Elementary Grades.
PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Critical Thinking; Cultural Education; Elementary Education; Global Approach; *Problem Solving; *Social Studies; Teaching Methods

Designed by classroom teachers who, through repeated experimentation, identified activities that proved successful in developing students' understanding of citizenship, this unit contains 12 lessons that focus on the multicultural dimensions of citizenship. Each lesson includes objectives, procedures, and materials designed to involve students actively in critical thinking and problem solving. Throughout the first 11 lessons,

ED 344 831 SO 022 164

Through the Eyes of Children: Liberty and Justice for All.
PUB DATE- 89
NOTE- 61p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Activities; *Art Education; Children; *Citizenship Education; Constitutional History; Constitutional Law; Elementary Secondary Education; *Law Related Education; Public Affairs Education; *State Programs; Student Experience; *Student Projects; United States History
IDENTIFIERS- *New York

This publication is the result of a project in New York State to increase public awareness of themes related to the U.S. Constitution using the medium of the arts. Designed as a photo essay, the volume reflects the activities of thousands of students in the Statewide Mini-Imagination Celebration Program. In efforts to understand the impact of freedom and fairness on their own lives, students utilized the literary, visual, and dramatic arts. The first section of the document identifies the schools whose Mini-Imagination Celebrations are documented and describes how they used the arts to celebrate liberty and justice for all. The second section presents the themes that emerged as the children's work was assembled. (DB)

ED 344 832 SO 022 179

Powell, Frances J.
African Centered Education: What Is It and Why Do We Need It?
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *African Culture; *African Studies; Black Culture; *Black Education; Black History; Blacks; *Black Studies; Controversial Issues (Course Content); *Curriculum Development; Educational Objectives; Elementary Secondary Education; Minority Groups; *Multicultural Education; Social Studies
IDENTIFIERS- *Afrocentrism; *District of Columbia Public Schools

An African centered curriculum has two parts. It is both a process that centers around the cultural heritage of African Americans, and the infusion of content that will stimulate and/or reinforce the growth and development of African and African-American mental and ethical traits. The scholars who are the main proponents of an African centered curriculum argue that the existing curriculum is overwhelmingly white and European in outlook and content, and reinforces insensitivity among whites leaving black children feeling inferior and disconnected from their studies. The proponents also point out several specific omissions and distortions in the curriculum as it is currently taught in most school systems and universities.

ED 344 852 SP 033 711

Diez, Mary, Ed.
Proceedings of the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (4th, Milwaukee, Wisconsin, November 9-11, 1990).
PUB DATE- Nov 90
NOTE- 187p.; For selected individual papers, see SP 033 712-716.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indians; *Critical Thinking; Cultural Differences; Elementary Secondary Education; Ethics; Ethnic Studies; General Education; Higher Education; *Liberal Arts; *Moral Values; *Multicultural Education; Preservice Teacher Education; Private Colleges; *Social Values; Urban Schools
IDENTIFIERS- Critical Inquiry; National Teacher Examinations; *Reflective Thinking

The papers in these proceedings focus on the critical elements of values and ethics, critical inquiry, and reflection. The following papers are included: (1) "The Moral Imperative of Ethnic Studies in Urban Teacher Education Programs" (C. Ellwood); (2) "Teachers, Values, and the Culture of Education" (M. Kurimay, S.J.); (3) Teaching as Moral Reflection: Thoughts on the Liberal Education of Teachers" (L. Valli); (4) Teaching, Critical Reflection, and Liberal Learning" (L. Beyer); (5) "Making Uncommon Sense: Critical Revisioning Professional Knowledge about Diverse Cultural Perspectives in Teacher Education" (P. Murrell); (6) "Educational and Social Commitments in Reflective Teacher Education Programs" (K. Zeichner); (7) "Developing a Knowledge Base for Teacher Education" (M. Guy); (8) "Reflection in Teacher Preparation: A Qualitative Perspective" (M. Wohlfeil); (9) "Reflection in Teacher Preparation: A Case Study in Program Design" (K. Rasch); (10) "Bicultural Education among American Indians" (B. Santo); (11) "Serving the Urban School System: A Liberal Arts College Develops an Urban Professional Practice School" (S. Morse, M. E. Finch, K. Rasch); (12) "Extension of an Integrated General Education Program to Teacher Education" (G. Busch); (13) "The Eckerd College Teacher Education Program: A Model for the Education of Teachers in a Liberal Arts college" (M. Ransbury, D. R. Bailey, T. Ginnaty, K. Watson); (14) "Education as Discipline: A Reconceptualization of Teacher Education" (K. Schuler); (15) "The Paideia Seminar in Teacher Education" (V. Olson, M. McNeff, M. Endorf); (16) "Liberal Studies and the National Teachers Examination: Can They Be Compared?" (N. Hansel); and (17) "Portfolio/Interview Assessment at Alverno College" (S. Ewens). (SM)

ED 344 853 SP 033 712

Valli, Linda
Teaching as Moral Reflection: Thoughts on the Liberal Preparation of Teachers.
PUB DATE- Nov 90
NOTE- 17p.; In: Proceedings of the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (4th, Milwaukee, WI, November 9-11, 1990); see SP 033 711.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays

ED 344 871 SP 033 770

Moran, Carrol; And Others
Keys to the Classroom: A Teacher's Guide to the First Month of School.
PUB DATE- Mar 92
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Teachers; *Classroom Environment; Elementary Education; English; *Learning Activities; *Learning Strategies; Measures (Individuals); Parent School Relationship; Resource Materials; Spanish; Student Evaluation; Student Needs; *Teacher Student Relationship; *Teaching Guides; Time Management; Worksheets
IDENTIFIERS- *Beginning of School Year; Letterforms; *New Teachers

The purpose of this guide is to pass on to new teachers keys to opening the school year successfully. The primary objectives for teachers in the first month of school are as follows: (1) to build a sense of inclusion with students; (2) to establish routines and procedures of the classroom; (3) to learn students' strengths and needs; and (4) to set the tone of a love for learning. This curriculum is designed to meet these objectives. Following an introduction, the guide is organized into eight chapters providing activities and suggestions for grades K-6: (1) Creating the Environment; (2) Daily Routines and Procedures; (3) The First Day of School...A Detailed Account; (4) Activities for the First Month; (5) Fingerplays and Songs for Oral Language; (6) Assessment of Students (an overview as well as assessment forms); (7) Parent Communications: Sample Letters; and (8) "Resources," including a bibliography and read-alouds for each grade level (K-6). All student worksheets, model letters to parents, and read-alouds are provided in English and Spanish. (LL)

ED 344 872 SP 033 772

So You Want To Be a Teacher. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 4p.; Supersedes earlier digest (ED 282 860).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Admission Criteria; Career Information Systems; Elementary Secondary Education; Higher Education; Required Courses; *Teacher Certification; *Teacher Education; *Teacher Education Programs; Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- ERIC Digests; *Question Answering

Increased public interest in education is attracting students and career-changers to the teaching profession. This ERIC Digest is organized into questions and answers dealing with teacher preparation: (1) What do teachers do? (2) What are working conditions like? (3) What academic preparation is needed; (4) Do I take courses after I receive my teaching credential? (5) Is admission to a teacher education program automatic when admitted to a 4-year college? (6) What courses are taken in a teacher education program? (7) How do I find teacher education

ED 344 892 TM 018 126

Ridgeway, Dori
Knowledge Is Not Always What We Take It To Be: Issues in the Assessment of Students' Understandings of Motion.
PUB DATE- Mar 92
NOTE- 59p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (March 23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Effect; *Educational Assessment; *Elementary School Students; Factor Structure; Grade 5; Inner City; Intermediate Grades; Interviews; *Knowledge Level; Mechanics (Physics); *Motion; *Predictive Measurement; Student Evaluation; Urban Schools; Videotape Recordings
IDENTIFIERS- *Contextualization; *Sketching

The ways in which knowledge of mechanical motion is affected by contextual factors of assessment such as means of depiction (ranging from abstract to contextualized) and the effect of sequencing of contexts (from abstract to contextualized or contextualized to abstract) on students' display of knowledge were studied for 40 fifth graders in two inner-city desegregated elementary schools. Students' conceptions of projectile motion were assessed by analyzing their depictions of motion through sketches, their explanations of motion, and one-on-one videotaped interviews. Twenty-three percent of the students could represent predictions of projectile motion accurately through sketches, but could not provide valid explanations of their predictions. Eighteen percent could provide valid explanations but inaccurate sketches of their predictions of projectile motion. As the complexity of the motion increased, contextualized images caused more confusion than did the more abstract images. When the factor order of the contexts is considered, data for projectile motion indicate that when the most contextualized context (videotape) is used, more students sketch accurately. The physical context in which a context is assessed affects what is assessed. More than one-third of the predictions were accurate in sketch or explanation, but not in both. In single context assessment, these predictions could have been misinterpreted. Two tables, 14 graphs, and 43 references are included. (SLD)

ED 344 893 TM 018 171

Shriner, James G.; And Others
National Survey of State Practices in Assessment of Educational Outcomes for Students with Disabilities.
PUB DATE- Apr 92
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrators; Databases; *Disabilities; *Educational Assessment; Elementary School Students; Elementary Secondary Education; Evaluation Methods; Interviews; *National Surveys; Needs Assessment; *Outcomes of Education; Secondary School Students; Special Education; *State Programs; Statewide Planning

ED 344 911 TM 018 237

Hekelman, Francine P.; And Others
Evaluation of an Instrument To Predict Successful Medical Researchers.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Evaluation Methods; Factor Analysis; Higher Education; Individual Characteristics; *Medical Research; *Predictor Variables; *Productivity; *Researchers; Research Universities; *Success; Surveys; Test Construction
IDENTIFIERS- *Assistant Professors; Case Western Reserve University OH

An instrument to measure the 13 personal characteristics of productive researchers described by C. J. Bland and others (1986, 1990) was developed and evaluated. The total eligible sample was 404 full-time assistant professor faculty members in the tenure track at Case Western Reserve University in Cleveland (Ohio). A random sample of 100 respondents received a follow-up telephone call urging response to the survey developed for the study. A final sample was selected, consisting of 49 successful and 27 less successful researchers. Univariate analysis of the survey responses indicated that 62% of items significantly discriminated successful and less successful researchers. On the average, successful researchers exhibited more of the identified characteristics than did the less successful ones. Factor analysis identified four stable factors; only two were needed to achieve maximum discrimination--scholarly habits and research activities/environment. The two-factor approach identified 92% of the successful researchers and 93% of the less successful researchers. Eight characteristics measured by the two factors were: (1) research skills; (2) motivation; (3) adequate research time; (4) multiple projects; (5) vital networks; (6) external/internal orientation; (7) supportive departments; and (8) in-depth content knowledge. Implications for encouraging researchers are discussed. A 15-item list of references and two tables are included. (SLD)

ED 344 912 TM 018 241

Chandler, Theodore A.; Pengilly, Joy
Use of Meaningfulness in Retention Related to Attributions and Divergent Thinking.
PUB DATE- Apr 92
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Cognitive Ability; Comparative Analysis; *Divergent Thinking; Females; Higher Education; Locus of Control; Males; Mediation Theory; Mnemonics; Recall (Psychology); *Retention (Psychology); Student Attitudes; *Undergraduate Students; Word Lists
IDENTIFIERS- Internality Externality; *Meaningfulness; Nonsense Syllables

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; *Black Youth; Curriculum Development; Educational Policy; English (Second Language); Foreign Countries; Grade 5; *Immersion Programs; Inservice Teacher Education; Intermediate Grades; *Language of Instruction; Language Tests; Listening Skills; Native Speakers; Psycholinguistics; Reading Skills; *Second Language Learning; Sociolinguistics; Writing Skills; Young Children
IDENTIFIERS- *South Africa; *Threshold Project (South Africa)

The Threshold Project examined the nature of the language and learning difficulties that black Standard Three (Std 3, or grade 5) children in South Africa experience when they change from their mother tongue to English as a medium of instruction and learning, a policy known as "delayed immersion." This report focuses on the first major objective of the project; i.e, to establish the nature and extent of the linguistic abilities of the black pupils in Std 3, together with a further analysis of the pupils' learning needs. An overview of the history of language testing is first presented, and then the testing conducted during the course of the project is described. Results of an extensive array of specially designed tests showed that the present generation of junior primary children cannot handle the medium transfer. The results of the testing are examined within the larger parameters of the curriculum. The second part of this report describes the nature of the learning task the child faces, with reference to recent trends in bilingual education, the development of communicative language skills in a second language, and the implications for in-service teacher education. Finally, an analysis is presented of what the implications of having different language policies would be on present attempts at curriculum revision. Recommended areas for future research are offered. Contains approximately 100 references. (LB)

ED 344 469 FL 020 271

Macdonald, C. A.
Crossing the Threshold into Standard Three in Black Education. The Consolidated Main Report of the Threshold Project.
PUB DATE- 90
NOTE- 215p.; For a related document, see FL 020 070.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- African Languages; Bilingual Education; *Black Youth; *Change Strategies; Curriculum Development; Educational Policy; English (Second Language); Foreign Countries; Grade 5; *Immersion Programs; Inservice Teacher Education; Instructional Materials; Intermediate Grades; *Language of Instruction; Language Tests; Listening Skills; Native Speakers; Psycholinguistics; Reading Skills; *Second Language Learning; Sociolinguistics; Teaching Methods; Writing Skills; Young Children
IDENTIFIERS- *South Africa; *Threshold Project (South Africa)

The Threshold Project, a 3-year project that followed a 1985 pilot study, examined the nature of the language and learning difficulties that black Standard Three (Std 3, or grade 5) children in South Africa experience when they change from their mother tongue of Sepedi to English as a medium of instruction and learning, a policy known as "delayed immersion." This main report of the Threshold Project summarizes the five final reports of the project and constitutes an integration of the analysis in terms of three parameters: historical-political, non-native users of Modern Hebrew ranging from the total beginner to the person with full professional competence. All the examples in these documents are from data collected specifically for this project. An extensive analysis of Oral Proficiency Interviews which included writing samples and listening and reading comprehension samples was conducted by the Hebrew Guidelines Committee over the 2-year period of the project. Although the guidelines emphasize functional ability, examples of typical errors characteristic of the samples examined are also included. (LB)

ED 344 491 FL 020 355

Uram, Andrea
Compelling Self-Authored Computer Material for Wide-Ranging English as a Second Language (ESL) Classes.
PUB DATE- May 92
NOTE- 8p.; Paper presented at the International Conference on Teaching Excellence (Austin, TX, May 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Software; *English (Second Language); Grammar; Higher Education; Individual Needs; Instructional Materials; Sentence Structure; Student Participation; Teacher Developed Materials; Writing Skills
IDENTIFIERS- Gavilan College CA

An application of the self-authoring component of commercial software programs is described that can be used effectively in English-as-a-Second-Language (ESL) classrooms whose students have a wide range of literacy skills. The programs described, DOUBLE UP and RHUBARB, are in the form of a puzzle that helps students to practice reconstructing sentences to see how grammar works. The feature of the software that allows the teacher to write text can be used to adapt the program to fit the needs of specific students. Uses of the software and this application in Gavilan College's (California) first and second semester ESL curricula are described. After completing lists of curriculum related paragraphs, the students are introduced to chapters of a novela that follow the course curriculum. DOUBLE UP and RHUBARB are effective teaching tools because they offer authoring programs for instructors who would like to write material directly related to class content. Student response at Gavilan has been excellent in terms of enthusiasm and computer center attendance hours. (LB)

ED 344 492 FL 020 356

Breland, Hunter M.; Jones, Robert J.
A Lexical Universe for Verbal Reasoning Tests.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Comparative Analysis; *Computational Linguistics; High Schools; High School Students;

input and output of higher education, graduate transition to employment and concluding thoughts. An appendix contains 11 tables of statistics. The report on Australia by Bruce Williams primarily describes employment prospects for graduates there. The paper on Austria is in two parts. The first, "Developments in Higher Education and the Changing Transition to the Labour Market," was written by Lorenz Lassnigg, Susanne Loudon and Hannes Spreitzer. The second part by Klaus Schedler is titled "Employment and Labour Market Prospects of University Graduates in the Austrian Trade and Industry." The report on Belgium is in French and was written by Andre Bonte. Extensive tables and figures illustrate all the studies. (JB)

ED 344 511 HE 025 408

From Higher Education To Employment. Volume II: Canada, Denmark, Spain, United States = De l'enseignement superieur a l'emploi. Volume II: Canada, Danemark, Expagne, Etats-Unis.
PUB DATE- 92
NOTE- 252p.; For volume I and II, see HE 025 407 and HE 025 409.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Education Work Relationship; Employment Opportunities; Employment Patterns; *Graduate Study; Higher Education; Labor Market
IDENTIFIERS- Canada; Denmark; Spain; United States

This volume presents reports on the flows of graduates from higher education and on their entry into working life in Canada, Denmark, Spain and the United States. Each paper is written according to detailed guidelines designed to assemble information from many sources, to reflect the state of the art, and to illustrate a variety of approaches, methodologies and philosophies. The emphasis is on flows rather than on particular institutions. The paper on Canada by Ramona McDowell and Gilles Jasmin treats social and educational changes since the Second World War, different types of graduates, market conditions, transition to the labor force, and issues of post-secondary education. The study on Denmark by Hanne Traberg and Poul Bache describes higher education, recent changes, structure of outflow from higher education, women in the outflow, changes in transition to working life, and the labor market. The study of Spain by Antonio Casanueva de Luis looks at the Spanish system and its outflow, enrollment trends, developments in graduate employment, and policy development. The section on the United States by E. Stephen Hunt explores trends in the flow of post-secondary students and trends in the educational major and its relation to work. The first two papers include extensive references. (JB)

ED 344 512 HE 025 409

From Higher Education to Employment. Volume III: Finland, France, Italy, Japan, Netherlands, Norway = De l'enseignement superieur a l'emploi. Volume III: Finlande, France, Italie, Japan, Norrege, Pays-Bas.
PUB DATE- 92
NOTE- 401p.; For Volume I and II, see HE 025 407-408.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *College Graduates; Comparative Analysis;

subpopulations using a simple system of menus and screens. An executive information system allowed decisionmakers to navigate their way through retention reports and graphs in order to achieve a better understanding of comparative and longitudinal aspects of retention. Using this system, longitudinal and comparative studies of retention were prepared from a multi-year database for all student cohorts entering the University of Hartford between 1984 and 1989. Separate analyses of attendance patterns and degree attainment were prepared for selected student subpopulations and for freshmen and transfers in each of the University's eight colleges. Results of the analyses for retention research are presented for academic prediction studies, student adaptation to college, reasons for leaving, and student involvement. Included are 6 figures and 12 references. (JB)

ED 344 531 HE 025 445

Paulston, Rolland G.
Mapping Paradigms and Theories in Comparative Education.
PUB DATE- Mar 92
NOTE- 37p.; Paper presented at the Comparative and International Education Society Annual Meeting (Annapolis, MD, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartography; *Comparative Education; Educational Philosophy; Educational Trends; Higher Education; Intellectual Disciplines; International Education; Postsecondary Education as a Field of Study; Theories

A study was done to examine changing representations of knowledge in the field of comparative and international education since the 1950s, to identify dominant paradigms and theories in use today and to suggest how these diverse constructs may be mapped at macro and micro levels of social reality as an intellectual field. The study used textual analysis to examine the emergence of paradigmatic and theoretical conceptions. Three major representation of knowledge in the field were identified: the orthodox, the heterodox, and the enfolding heterogeneous. The orthodox is described as linear, hierarchical and centralized and developing in the 1950s and 1960s. The heterodoxy of the 1970s and 1980s was branching, with the emergence of new inquiry perspectives. The new heterogeneity developing in the 1990s is disputatious yet contains complementary knowledge communities. Also found were convergent trends across knowledge communities with discussion noting recent eclectic adaptations as comparative educators and their texts became more polyocular and reflexive. This allows new theory to emerge from combinations of existing theories and the paradigmatic dispositions of our time. Included are 4 figures and a 74-item bibliography. (JB)

ED 344 532 HE 025 446

Markert, Ronald J.; And Others
Comparability of Clerkship Sites in a Community-Based Medical School: Evaluation of Undergraduate and Postgraduate Measures.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Clinical Experience;

presented. That study was a major investigation of adapting business and industry change management theory to the medical context. The next section lists the most frequently preferred style of change and optimal process of change. The following section presents a model for change through a table that lists professional characteristics and styles matched with core activities and tactical choices and styles for each. The remainder of the booklet, sections 5, 6 and 7, is dedicated to a thorough explanation of this model of medical change. Section 5 discusses possible ways to use the model and emphasizes that the bulk of the effort should be put into the preparation phase. Section 6 discusses professional characteristics and styles noting that understanding the context and the opportunities and limitations it offers is an essential starting point for those contemplating change. Section 7 provides the information for putting the model into practice by discussing the core steps and their associated tactics and styles. A final section presents concluding thoughts. Nine references are included. (JB)

ED 344 550 HE 025 464

Gaylord, Thomas; And Others
Fact Book 1992: University of Alaska Fairbanks.
PUB DATE- Mar 92
NOTE- 304p.; Not available in paper copy because of many tables with small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Students; Educational Facilities; Educational Finance; Higher Education; *Institutional Characteristics; Institutional Mission; Research Projects; Research Universities; *State Universities; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *University of Alaska Fairbanks

This publication presents information on the University of Alaska Fairbanks in seven sections. The first section, "Historical and General Information" details the legal establishment, mission, historical highlights, map, organizational structure, accreditation, Board of Regents, Standing Committees and advisory groups, songs, presidents and chancellors, alumni association, honorary degrees, faculty appointments, international agreements, foundations, research units, interdisciplinary research programs, and research support. Section 2, "Academic and Assessment Information," lists information on degrees and certificates, class size, freshmen test scores, undergraduate grades, degrees by department, and alumni by current residence. The third section, "Student Information," provides data on admission, new and returning students, credit headcount, majors, ethnicity and age, credit hours, and independent learning programs. The fourth section, "Faculty and Staff Information," details information on department, race, sex, salary, tenure status, and a comparison of salaries with those at land-grant university salaries. Section 5, "Budget and Financial Information," lists appropriations history, revenues, financial aid, graduate enrollment, tuition rates, and prices. Section 6, "Research and Public Service Information," looks at fund expenditure, proposals, the top 100 institutes, library data, usage information, computing facilities, cooperative extension statistics, museum statistics and public radio and television information. The final section, "Facilities Information," looks

Countries; Higher Education; Information Technology; *Microcomputers; Policy Formation; School Organization; Surveys; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Brunei

This discussion of the major factors that appear to determine the pace of development of computer uses in education in developing nations focuses on Brunei, a tiny, oil-rich sultanate in South East Aia with a population of approximately a quarter of a million. Questions are often raised as to whether computers are required merely to follow the example of other countries rather than to address social and economic needs, and the momentum of progress in educational computer use varies from country to country, with Brunei tending to proceed rather more cautiously than most. A survey of the Brunei schools conducted in 1898 found that: (1) there were a small number of computer clubs in secondary schools; (2) there were computer assisted instruction classes in two schools; (3) most educational administrators agreed that computer education should be incorporated in the school curriculum to make students aware of the use of computers in their daily lives; and (4) the majority of the teachers agreed on the need to introduce computers in schools in many different forms and approaches although they were reluctant to expand existing facilities or to introduce new programs, and they unanimously expressed a need for teacher training in computer use. It is recommended: that a policy for computer education in Brunei be formed; that a formal teacher education program for computer training be organized; that preservice computer training be made available; and that existing activities be encouraged. (4 references) (DB)

ED 344 569 IR 015 479

Federal High Performance Computing and Communications Program. The Department of Energy Component.
PUB DATE- Jun 91
NOTE- 51p.; Color photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Computer Networks; Computer Science; Computer Software; *Computer System Design; Databases; Federal Programs; *Research and Development; Technological Advancement
IDENTIFIERS- *High Performance Computing; *Supercomputers

This report, profusely illustrated with color photographs and other graphics, elaborates on the Department of Energy (DOE) research program in High Performance Computing and Communications (HPCC). The DOE is one of seven agency programs within the Federal Research and Development Program working on HPCC. The DOE HPCC program emphasizes research in four areas: (1) HPCC Systems--evaluate advanced architectures for large-scale scientific and engineering applications; (2) Advanced Software Technology and Algorithms--research computational methods, algorithms, and tools; develop large-scale data handling techniques; establish HPCC research centers; and exploit extensive teaming among scientists and engineers, applied mathematicians, and computer scientists; (3) National Research and Education Network--research and develop high-speed computer networking technologies through a multiagency cooperative effort; and (4) Basic Research and Human Resources--encourage research partnerships between national laboratories, industry, and universities; support computational mathematics and computer science research; establish research and

DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Computer Software; Course Integrated Library Instruction; Elementary Secondary Education; Information Sources; Instructional Materials; *Learning Resources Centers; Library Automation; Library Collection Development; *Library Material Selection; Public Relations; *Resource Materials

This directory identifies the following wide-ranging resources for school libraries: (1) an annotated bibliography of books for a professional collection; (2) an annotated list of book lists, i.e., books that will assist in collection development; (3) a list of journals that review new books on the market together with the grade levels covered; (4) an annotated bibliography of books and journals that will help the librarian to integrate library use into classroom units in every subject area; (5) an annotated list of print and nonprint media on the teaching of library research skills; (6) annotated lists of audiovisual (AV) resources divided into three sections: AV software, books on managing an AV collection, and producers of nonprofit media; (7) an annotated listing of books and videos on storytelling; (8) an annotated listing of publications devoted to the writings and artwork of students; (9) an annotated list of newsletters of special interest to librarians; (10) an annotated list of public relations resources that includes books on bulletin boards and displays as well as basic public relations guides; (11) a list of sources of clip art; (12) a compilation of companies providing promotional materials to market the library program; (13) practical ideas for feasible fund raisers; (14) lists of computer programs, books pertaining to computers, and companies producing and distributing computer software; (15) annotated lists of automated circulation systems; (16) descriptions of three security systems; (17) a list of companies that provide products and supplies to manage, operate, and maintain libraries; (18) a list of magazine subscription agencies; (19) a directory of book publishers; and (20) a compilation of reprints of professional articles from "Library Talk" and "The Book Report." (MAB)

ED 344 587 IR 053 958

Wharton, Sika
User Education in the Academic Library: Media Methods for Reference Work. An Annotated Bibliography. Updated.
PUB DATE- Jan 91
NOTE- 22p.; Practicum in Academic Reference Librarianship, Kent State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; Annotated Bibliographies; *Audiovisual Instruction; Higher Education; Instructional Materials; *Library Instruction; Library Services; Reference Services; Slides; *Teaching Methods; Videotape Recordings

This annotated bibliography focuses on academic library usage of audiovisual (AV) methods of instruction, particularly for the enhancement of the reference teaching function. The bibliography's objectives are as follows: to identify current trends with regard to AV methods in library orientation and bibliographic instruction; to isolate instances of academic library usage of audiovisual media in reference work; and to examine the criteria used by academic librarians choosing AV methods of instruction, and the strengths of those formats which were most commonly used. The bibliography is divided into in this evaluation process are described in this paper as well as the three sections of the new evaluation instrument: (1) Section 1, in which all job criteria apply to all staff and receive equal weights of 10 each for a total of 350; (2) Section 2 in which staff weight only those criteria that apply to their own jobs; and (3) Section 3, in which the staff notes their accomplishments, library and university committees, training, workshops attended, and any other pertinent information such as related community work. How these criteria are scored, and by whom, is also described. The impact of the new instrument on staff morale is noted, and an informal survey conducted to determine staff attitudes toward the old and new evaluation instruments is described. A summary of the survey results is given, and it is concluded that the new evaluation instrument is more highly favored. Copies of both the old form and the current form are appended. (MAB)

ED 344 607 IR 054 018

Oregon Intellectual Freedom Clearinghouse: Fourth Annual Report. July 1, 1990-June 30, 1991.
PUB DATE- 92
NOTE- 37p.; For prior reports, see ED 333 890 and ED 336 096-097.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Censorship; Elementary Secondary Education; *Intellectual Freedom; Learning Resources Centers; Library Collections; *Library Materials; Literature; *Public Libraries; *School Libraries

This report on the activities of the Oregon Intellectual Freedom Clearinghouse during the time period between July 1, 1990, and June 30, 1991, begins with a summary of data on challenges against library materials reported to the clearinghouse during this time period. Details about each challenge reported by public libraries and school library media centers during the year are then given. It is noted that the clearinghouse has collected data about intellectual freedom challenges since 1987, and a 4-year overview is included in this annual report. In addition, the report includes information about assistance provided by the clearinghouse and cooperative and educational activities in which the clearinghouse was involved. It is also noted that the clearinghouse received the American Library Association's Intellectual Freedom Round Table (IFRT) State Program Award in 1991. Completing the report is an index to all of the challenged library materials reported to the clearinghouse between 1987 and 1991 together with an indication of the decision reached in each case, i.e., restrict, retain, remove, reclassify, or pending. The index also provides a reference to the annual report which contains the information about each challenge. (MAB)

ED 344 608 IR 054 020

Kugel, Patricia M.
Overlap and Unique Titles in Selected Elementary School Media Centers with Implications for Resource Sharing.
PUB DATE- 90
NOTE- 42p.; Study for Degree of Specialist in Education in Library Media Technology, Georgia State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Childrens Literature; *Data Collection; Elementary

IDENTIFIERS- *Illinois

In 1992, characteristics of Illinois public community college faculty and staff were compiled for fall terms 1989 through 1991. The study answered broad questions about college faculty and staff, and reviewed each of the five professional employee groups in greater detail, examining employees' highest earned degree, age, race/ethnicity, and length of service. In addition, the study ascertained the tenure status and primary teaching areas for faculty. Major findings included the following: (1) between 1989 and 1991, full-time employees increased at a faster rate (3.4%) than part-time faculty (0.2%); (2) employee groups registering increases during this 3-year period included custodians, supervisors, clerical staff, full-time faculty, administrators, and other personnel; (3) employee groups that were predominantly female included clerical, academic support, professional/technical, and supervisory, while administrators, full-time faculty, and custodial personnel were mostly male; (4) 83.8% of full-time faculty and over two-thirds of administrators held a master's or more advanced degree in 1991; (5) a master's degree remained the most frequently cited highest degree earned by academic support employees, while supervisors typically held either a bachelor's (28.3%) or master's (23.9%) degree; and (6) the overall racial/ethnic distribution of community college employees shifted, with an increase in the number of Hispanics (8.5%), Asians (6%), Whites (3.8%), and Blacks (1.3%). Detailed data tables are appended. (JMC)

ED 344 626 JC 920 192

Torres, Belinda M.; Kapes, Jerome T.

The Relationship between Work Values and Job Satisfaction for Community College Leadership Trainees: A Replication and Cross-Validation.

PUB DATE- 23 Apr 92

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; *Blacks; Community Colleges; Comparative Analysis; *Hispanic Americans; *Job Satisfaction; *Leadership Training; Minority Group Teachers; Professional Development; *Professional Personnel; Staff Development; Technical Institutes; Two Year Colleges; *Values; Work Attitudes

IDENTIFIERS- *Leadersip Development Program (Texas A and M)

A study was conducted in 1990-91 to explore the work values and job satisfaction of minority professionals in community colleges and technical institutes who aspire to advance in leadership positions. The sample consisted of 59 Black and Hispanic educators from community colleges and technical institutes across Texas who participated in the Leadership Development Program at Texas A&M University. Characteristics of these potential minority leaders were assessed using the Demographic Information Sheet, the Values Scale (VS) and the long form of the Minnesota Satisfaction Questionnaire (MSQ). Findings indicated that the participants valued advancement, altruism, authority, creativity, and personal development and were satisfied with the activity and social service aspects of their work more than the norm group with which they were compared. There were no real differences between Black and Hispanic or male and female participants, nor between

Cultural Enrichment; *Inservice Teacher Education; *Mentors; Program Descriptions; *Teacher Orientation; Two Year Colleges; Workshops
IDENTIFIERS- *Appalachian Culture; Venture Program KY

Hazard Community College (HCC), located deep within the Appalachian mountains in southeastern Kentucky, created the Venture Program (VP) to acclimate a large influx of new faculty to the college and to Appalachian culture. The following four components were integral to the VP's holistic approach to faculty orientation: (1) a system that relied heavily on mentoring from faculty partners, meeting formally once each month; (2) a program designed to increase the self-awareness of new faculty members; (3) a process that would lead to a smoother transition to the collegiate atmosphere and to HCC's procedures and expectations; and (4) a procedure that promoted more extensive knowledge and a growing appreciation of the Appalachian culture. At a mentors' workshop, veteran faculty participants and the program coordinator discussed the VP in depth, constructing a list of questions upon which to base the formal monthly sessions with new faculty. A workshop for mentors and new faculty paired similar personality types using the Myers-Briggs Inventory, and served as the first opportunity for faculty partners to get acquainted. A key component of the VP provided access to cultural programs, to the folk culture of the area, and to the natural beauty of the mountains. As a way of assessing the program, both the mentor and new faculty member provided the program coordinator with written comments after each formal mentoring session. At a meeting to plan the second semester's VP, participants decided to add an informal mentoring meeting every other month, enabling the partners to explore new ground on their own, and to hold informal "coffees," promoting faculty interaction. A calendar of program activities, and pre- and post-VP comments by faculty on Appalachia are attached. (JMC)

ED 344 643   JC 920 215

Johnson, Marvin L.
A Cost-Effective Strategy for Integrating Technology into the Advanced and Remedial Mathematics Curriculum in the Community College.
PUB DATE- 27 Jan 92
NOTE- 13p.; Paper presented at the Winter Institute on Community College Effectiveness and Student Success (Jacksonville, FL, January 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Advanced Courses; *Appropriate Technology; *Calculators; *College Mathematics; Community Colleges; *Computer Assisted Instruction; Computer Uses in Education; Cost Effectiveness; Curriculum Development; *Mathematics Instruction; *Remedial Mathematics; Technological Advancement; Two Year Colleges
IDENTIFIERS- College of Lake County IL

Technology can be an effective educational device if it is part of a well-conceived plan blending together other factors that also positively influence achievement. The body of research documenting the benefits of integrating technology into academic programs grows each day, particularly concerning the use of calculators and computers in the mathematics curriculum. Many obstacles exist to the integration of this technology. Cost is always cited as a major drawback, but faculty and

This paper describes a study that aimed to identify parental academic achievement and participation in their children's school as the primary motivators for children's academic achievement. Participants included 213 third and fourth graders from a Catholic School in Chicago. Two groups were randomly selected from records provided by the school. Subjects in Group A were students whose parents participated in school activities at least 90% of the school year, and subjects in Group B were students whose parents did not participate in school activities. Achievement tests were administered to each group. Scores indicated that Group A and Group B were equivalent in reading and mathematics skills. The data supports the null hypothesis that the academic achievement of students whose parents participate in school activities will not differ significantly from that of students whose parents do not participate. A review of the literature on parental participation and student achievement is included. Appended are 23 references. (GLR)

ED 344 660 PS 020 129

Dodge, Diane Trister; Phinney, Joanna
Guia para Madres y Padres de Familia sobre Educacion Pre-Escolar a Temprana Edad (A Parents' Guide to Early Childhood Education).
PUB DATE- 91
NOTE- 27p.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Speech; *Child Rearing; Educational Philosophy; *Learning Activities; Learning Processes; *Parent Child Relationship; Parent Education; *Parents as Teachers; Preschool Children; *Preschool Curriculum; Preschool Education

This booklet for parents explains what children learn in preschools that employ the Creative Curriculum for Early Childhood and the ways in which learning can be reinforced at home. The first sections of the booklet explain the goals and philosophy of experience-based preschools. Goals include teaching children to love reading and school and to be independent and self-confident. The preschool philosophy underscores active learning and deemphasizes memorization and testing. Specific objectives are discussed in terms of social, emotional, cognitive, and physical development. Information about what the child is learning when he or she is engaged in particular activities, such as playing, pretending, or following instructions is presented in a chart. The organization of the physical environment and the daily schedule of the preschool are discussed. Examples of adult verbal responses to children's behavior that reinforce learning are offered. Discussion then turns to what children learn in the home and ways for parents to reinforce that learning. Scenarios for the dining room, living room, kitchen, child's bedroom, bathroom, and areas outside the house are described. For each locale, examples of parent and child activities are presented, as are comments that parents can make to maximize the learning potential and outcomes. Resources are listed at the end of the text. (AC)

ED 344 661 PS 020 258

Evaluation (Individuals); *Teacher Attitudes; *Teacher Morale
IDENTIFIERS- Australia

A study of graduates of the de Lissa Institute of Early Childhood Studies and the School of Early Childhood Studies (SECS) at the University of Melbourne in Australia identified changes in the professional attitudes of teachers during their first year of teaching. Early childhood teachers working in junior primary schools, preschool kindergartens, or child care centers were surveyed three times over a 1-year period. The sample, which included a cohort of graduates from each school for the years 1988, 1989, and 1990, was composed of 42 SECS graduates and 23 de Lissa graduates. The survey solicited the teachers' perceptions of: their authority, status, and job satisfaction; their colleagues; and their own performance. It was found that in three of the six cohorts, teachers were more inclined to feel lack of authority and status during the second term than during the first or third terms. Members of five of the six cohorts indicated that they were happy with their jobs by the end of the third term. Respondents became increasingly positive about their colleagues' work during the course of the year. For five of the cohorts, there was a second-term increase in the number of teachers agreeing that "the school/center expects too much of a beginning teacher." The number who agreed decreased in the third term. Responses to the Fuller Teacher Concerns Survey revealed a strong move toward professional maturity by the third term. (AC)

ED 344 678 PS 020 492

Eddowes, E. Anne; Martin, Kathleen
Day Care Training in Alabama: A Follow-Up Study.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Child Abuse; *Child Caregivers; Child Development; Correspondence Study; Costs; *Day Care; Day Care Centers; Elementary Education; Family Day Care; Inservice Teacher Education; *Participant Satisfaction; Postsecondary Education; Preschool Education; Preschool Teachers; Program Evaluation; Questionnaires; *Staff Development; *State Programs; *Training; Workshops
IDENTIFIERS- *Alabama

This study reports information gathered from 82 of the 1,056 child care workers who participated in the Alabama Statewide Day Care Training Project, the first comprehensive training program for child care providers in the state. The project sponsored training workshops in four regions of the state and included correspondence study as an option. Topics covered included child abuse and neglect; working with parents; growth and development; handling behavior problems; planning an activity program; space for play and learning; special needs children; health and safety; child care center administration; and family day care management. Participation was free and voluntary. All respondents in the study were female, and respondents were primarily teachers, assistant teachers, or family day care providers who had worked in the field an average of 10 years. A total of 66% had some college education. Of the 82 respondents, 80 thought the workshops and correspondence units were helpful. More than half were willing to pay for additional training opportunities if the costs were low. Topics on parents, behavior problems, and activity

Morris, Beverley
The Child's Right To Play.
PUB DATE- Sep 91
NOTE- 8p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Childrens Rights; *Creativity; Cultural Differences; Early Childhood Education; *Educational Needs; Elementary Education; Foreign Countries; *Play; Racial Bias; Safety; Sex Stereotypes
IDENTIFIERS- Brazil; *Creative Play; Germany; Hong Kong; Japan; *New Zealand; Toy Lending Libraries; United States; War Toys

This paper argues that play is an important and fundamental educational process and that the child's right to play should be respected. The paper also comments on the 1990 Tokyo International Conference on the Child's Right to Play. Several issues related to children's play, both in and out of school, are discussed. The focus is on the state of children and play in New Zealand, but examples from several other countries are also provided. The issues discussed concern: (1) the space reserved for children's play; (2) the importance of playmates in the process of learning social skills; (3) the role of adults in children's play; (4) the child's right to play in safety; (5) dangers of crossing the street in traffic; (6) sexual abuse; (7) play as a therapeutic process for sick or hospitalized children; (8) toy-lending libraries; (9) concerns about war toys; (10) racism and sex stereotyping; (11) computer games; and (12) the importance of creative play. (GLR)

ED 344 698 PS 020 529

The State of Adolescent Health in Alaska.
PUB DATE- May 90
NOTE- 57p.; Photographs and charts may copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Adolescents; Antisocial Behavior; Contraception; Emotional Problems; Family Characteristics; Family Environment; *Mental Health; Nutrition; Obesity; *Physical Health; Pregnant Students; *Public Schools; Secondary Education; Secondary School Students; Sexual Abuse; Sexuality; State Surveys; *Student Attitudes; Student Behavior; Substance Abuse; Suicide; Tables (Data)
IDENTIFIERS- *Alaska; Health Risk Appraisal; *Health Status; Physical Abuse; Self Report Measures

A survey was conducted to provide a profile of the health status and risk behaviors of youth in Alaska. The goal was to develop a statewide database which, when coupled with morbidity and mortality data, would provide information that would allow those who plan and develop services at state and local levels to better target those services. During the 1988-89 school year, surveys were received from 5,458 students in grades 7 to 12 in 27 school districts across Alaska representing 13% of the total state enrollment in these grades. The survey contained 162 questions on a range of issues, including: health status; health-related behaviors; family life; feelings about school and school performance; behaviors and attitudes about foods and eating; use of alcohol, tobacco, and drugs; sexual behavior and contraception; and involvement in antisocial or deviant

English Proficient Students From Spanish Speaking Backgrounds" (Jose Salvador Hernandez); (2) "Literacy and the Adult Mexican-Origin Population: What a Biliteracy Analysis Can Tell Us" (Terrence G. Wiley); (3) "Staying in School! Effective High Schools for Hispanic Students" (J. Alex Pulido); (4) "Educacion Multicultural: Definitivas Perspectivas y Viables Opciones" (Atilano A. Valencia); (5) "The Role of Teacher Education in Recruiting Hispanics: Cross-Cultural Strategies" (Gene Gallegos); and (6) "A Singer's Song" (Olivia Castellano). (KS)

ED 344 717 RC 018 609

Slesinger, Doris P.; Pfeffer, Max J.
Migrant Farm Workers.
PUB DATE- 92
NOTE- 21p.; Small, occasionally broken type may affect legibility.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agricultural Laborers; *Economic Factors; Employer Employee Relationship; *Farm Labor; Federal Legislation; Migrant Education; Migrant Employment; Migrant Health Services; *Migrant Problems; *Migrant Workers; *Political Influences; Political Power; *Poverty; Work Environment

This paper documents migrant farm workers as being among the most persistently underprivileged groups in American society. Migrant farm workers typically receive low wages from irregular employment and live in poverty with access to only substandard housing and inadequate health care. The lack of economic improvement stems from a number of sociopolitical factors, including the political powerlessness of farm workers, the political influence of agricultural employers, and the marginal status of farm workers in United States agriculture development. Only a limited number of local and regional studies of migrant workers are available. Migrant workers are predominantly male with a median age of 32. Their racial composition is about 46 percent White, 15 percent Hispanic, and 39 percent Black and other races. Depending on the nature of the work, families may work together as a group or the adults may travel leaving families behind. Migrants in 1988 had an annual median income of $7,330, with an average of 5.2 persons dependent upon this income, placing them under the poverty level. Inadequate health care and migration are detrimental to the education of this population. The number of workers needed in agriculture has been declining and will probably continue to decline due to continued mechanization in agriculture production. However, an increase in farming of labor-intensive crops would increase the demand for farm workers for short periods of time. Other issues addressed include the impact of erratic immigration policies and minimum wage legislation. Few needs of the politically and economically powerless migrant workers will be met until it is recognized that farm workers have the same rights as employees in other industries. (LP)

ED 344 718 RC 018 610

Cuellar, Alfredo
From Dropout to High Achiever: An Understanding of Academic Excellence through the Ethnography of High and Low Achieving Secondary School Students.
SPONS. AGENCY- S. H. Cowell Foundation, San Francisco, CA.
PUB DATE- 92
NOTE- 29p.; For the related literature review, see ED 322 252.
LANGUAGE- English

Brookdale College's Project Impact, an early intervention program for sixth- and seventh- grade students. These activities are designed to help students learn more about the history, geology, biology, and career opportunities associated with the shore. The document includes a Sandy Hook map, the history, a quiz, and suggested activities dealing with the area. A boat trip activity includes general information, safety tips, sailor's superstitions, suggested readings about ships and superstitions, a boat trip data sheet and recording sheet. An activity unit about plankton includes general information, a vocabulary sheet, a worksheet on phytoplankton and zooplankton, and directions for making a plankton net. An activity unit on marshes includes information, vocabulary worksheet, and follow-up activities. Beach activities include a description of creature, arts and crafts, beach profiles, and sand studies. Sand identification, analysis, and comparison sheets are provided. The last activity is a rock identification key. A glossary for terms associated with waves, tides, coastal ecology, and coastal geology is provided. A course evaluation sheet is appended. (KR)

ED 344 736 SE 052 338

Madrazo, Gerry M., Jr., Ed.; Hounshell, Paul B., Ed.
Oceanography for Landlocked Classrooms. Monograph V.
PUB DATE- 90
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemistry; *Computer Assisted Instruction; Computer Simulation; Computer Software; Geology; Laboratory Equipment; *Laboratory Procedures; *Marine Biology; Mass Media; Physics; Program Descriptions; *Science Activities; Science Education; Secondary Education; *Water Quality
IDENTIFIERS- *Dissection

This monograph attempts to show the importance of bringing marine biology into science classrooms, discusses what makes the ocean so important and explains why oceanography should be included in the science curriculum regardless of where students live. Section I, "Getting Started," includes discussions on the following: (1) "Why Marine Biology?"; (2) "An Action Agenda for Aquatic Education"; (3) "Investigating Inland Marine Heritage: Scientific & Technological Aspects"; and (4) "Supermarket Marine Biology (Or: how to obtain marine realia)." Section II, "Activities: Marine Biology," includes activities on the topics of setting up a marine aquarium, the anatomy of a crab, climbing behavior of the salt marsh snail, bioacoustics in cetaceans, resource partitioning, estuarine systems issues, and fishery management. Section II, "Activities: Marine Chemistry, Geology, & Physics," includes activities on the topics of the nitrogen cycle, beach erosion, groundwater, watersheds, and the tides. Section III, "Resources," describes tutorial software, simulation software, microcomputer-based labs, and general application software that can be used in the marine biology classroom. This section also describes marine science programs found across the United States and ways in which teachers and media specialists can work together to help students gain a better understanding of the global importance of the oceans. (KR) sessions. In particular the practical sessions focussed on scientific writing and talking, appearing before radio and TV, and appearing for press conferences. A number of recommendations were made at the discussion sessions which it is hoped would lead to effective regional and Commonwealth cooperation as well as national programs in science popularization. The following papers are included: (1) "Keynote Address" (D. A. Bekoe); (2) "The Role and Training of the Science Communicator" (E. Apea and M. N. G. A. Khan); (3) "Mechanisms for Popularization of Science" (Andrew Salisbury); (4) "Popularization of Science through the Media" (Jerusha Castley); and (5) "Science Writing" (Abdallah Ngovovo). A summary of the country reports, summaries recommendations are provided. The workshop opening remarks, the opening speech, closing remarks, the workshop program, and a directory of participants are appended. (KR)

ED 344 755 SE 052 687

Introducing SAVI/SELPH.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 81
NOTE- 303p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavior Disorders; Biology; Chemistry; Electricity; Energy; Environmental Education; Hearing Impairments; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Disabilities; Magnets; Measurement; *Physical Disabilities; *Science Activities; Science Education; *Visual Impairments
IDENTIFIERS- *SAVI SELPH Program

The SAVI/SELPH Program is the combined output of two projects funded by the United States Office of Education: Science Activities for the Visually Impaired (SAVI) and Science Enrichment for Learners with Physical Handicaps (SELPH). SAVI/SELPH is an interdisciplinary multisensory science enrichment program that has been used effectively with blind and visually impaired students, orthopedically handicapped students, learning disabled students, developmentally disabled students, emotionally handicapped students, hearing impaired students, and non-disabled students. The SAVI/SELPH program is composed of three major components: (1) printed activity instructions and other information materials for the teacher; (2) student equipment kits; and (3) an educational philosophy for incorporating science into the curriculum of disabled students. The printed activity instructions are included in this document. The SAVI/SELPH program includes nine modules. Each module encompasses a separate content area, and contains four or more activity write-ups. The modules include: (1) measurement; (2) structures of life; (3) scientific reasoning; (4) communication; (5) magnetism and electricity; (6) mixtures and solutions; (7) environments; (8) kitchen interactions; and (9) environmental energy. Each module contains an overview, activity description, science concepts, process skills, application skills, language development, related learning, purpose, materials, and pre-activity warm-ups for the teacher. Each activity includes an overview, background information, purpose, procedure, and follow-up. (KR)

DESCRIPTORS- *Bioethics; *Biology; Books; Library Guides; Periodicals; *Resource Materials; Science and Society; Science Education

This guide lists published materials on many aspects of bioethics, the literature of which is varied and scattered. Related guides in the LC Science Tracer Bullet series are TB 80-9, Terminal Care, TB 80-11, Drug Research on Human Subjects, TB 83-4, Science Policy, and TB 84-7, Biotechnology. Not intended to be a comprehensive bibliography, this guide is designed-as the name of the series implies-to put the reader "on target." Sections include: (1) introductions to the topic; (2) subject headings used by the Library of Congress, under which books on bioethics can be located in most card, book, CD-ROM, and online catalogs; (3) basic texts; (4) additional texts; (5) related and specialized texts; (6) handbooks, dictionaries, and encyclopedias; (7) sources for locating conference proceedings; (8) selected conference proceedings; (9) government publications; (10) selected government publications; (11) abstracting and indexing services that index relevant journal articles and other literature; (12) journals in which articles on bioethics can be found; (13) representative journal articles; (14) selected materials available in the Science Reading Room pamphlet boxes; and (15) additional sources of information. (KR)

ED 344 774 SE 052 816

Halasz, Hisako, Comp.
The Brain. LC Science Tracer Bullet.
PUB DATE- Dec 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Biology; *Books; *Human Body; Library Guides; *Periodicals; *Resource Materials; Science Education
IDENTIFIERS- *Brain

This guide updates Brain and Behavior (TB 79-3). Not intended to be a comprehensive bibliography, this guide is designed--as the name of the series implies--to put the reader "on target." Sections include: (1) introductions to the topic; (2) subject headings used by the Library of Congress, under which books on the brain can be located in most card, book, CD-ROM, and online catalogs; (3) basic texts; (4) additional titles; (5) specialized titles; (6) titles suitable for younger readers; (7) history of brain research; (8) handbooks, dictionaries, and encyclopedias; (9) bibliographies; (10) conference proceedings and reviews; (11) government publications; (12) abstracting and indexing services that index relevant journal articles and other literature; (13) journals that often contain relevant articles on the brain; (14) representative journal articles; (15) reports and selected technical reports sold by the National Technical Information Service; (16) selected materials available in the Science Reading Room pamphlet boxes; and (17) additional sources of information. (KR)

ED 344 775 SE 052 858

Norman, John T.; Taddonio, Thomas E.
An Exploratory Study of the Effectiveness of a Play-Based Center Approach for Learning Chemistry in an Early Childhood Program.
PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research on Science Teaching, (Atlanta, GA,

Constitution and understanding of the U.S. judicial system. Court officials can also help teachers identify other community resources on behalf of LRE programs. This handbook offers suggestions for developing and implementing partnerships between the courts and the schools. A narrative account is given of one judge's visit to a sixth grade class and of the impact that visit had on the class. Suggestions are provided for involving various court personnel in a middle school LRE program using role playing by the class members and culminating with an actual court visit. An account is given of teaching high school students about U.S. courts by using the statement of Oliver Wendell Holmes, Jr.: "A Constitution is made for people of fundamentally differing views." Lesson plans are also included for teaching secondary students about appellate courts using court personnel as resource people. (JB)

ED 344 792 SO 020 373

Taylor, Elenor
Business-School Cooperatives: Meeting Educational Needs. Bar/School Partnership Programs Series.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 87
NOTE- 13p.; For related documents, see EJ 335 155, and SO 020 368-378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Exploration; Citizenship Education; Class Activities; Community Resources; *Cooperative Programs; Curriculum Enrichment; Elementary Secondary Education; *Human Resources; Law Related Education; Learning Activities; *School Community Relationship; Social Studies
IDENTIFIERS- American Bar Association; Site Visits

Business-school cooperatives are a potential solution to the need of students and educators to learn more about business, its functions in U.S. society, and the need of businesses to have a future workforce ready to face the challenges of an increasingly more complicated and highly technical work atmosphere. Such cooperatives, which are an extension of law-related education, aim, among other things to: (1) promote student awareness of the role of business in the community; (2) prepare young people to think critically about complex economic, legal, and ethical issues that affect the decision-making process; (3) introduce students to a variety of business environments and career opportunities; and (4) encourage cooperation among the business community and educators to improve the learning experience for young people. Guidelines for classroom visits are given for both teachers and resource people, and procedures are outlined for placing volunteer resource people in the classroom. Recommendations are made for setting up and conducting on-site visits, and a guide to site studies for students is included. Suggestions are given for planning a business issues and/or leadership conference. Sample documents are included (e.g., placement record, placement log, confirmation letters, leadership profile, and evaluation forms). (JB)

ED 344 793 SO 020 374

students are introduced to the pluralistic and common democratic heritage of the United States along with knowledge about U.S. citizenship. The last lesson provides an opportunity for students to celebrate the work created during the first 11 lessons. (KM)

ED 344 812		SO 021 871

Northern Studies 15: Interim Curriculum.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Citizenship Education; *Curriculum Design; *Educational Objectives; Educational Resources; Foreign Countries; Foreign Culture; High Schools; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Northwest Territories

This document is a guide for educators to use in planning a three credit course designed to give secondary school students in the Northwest Territories (Canada) the knowledge, understanding, and appreciation of the historical, cultural, and social foundations of their Northern society; to help them appreciate the importance and uniqueness of the Northwest Territories as a distinct region in Canada and in the world; and to promote informed, rational, and tolerant citizenship in a rapidly-changing society. The content of the course is divided into three core modules. Module A deals with Northern heritage, culture, and history. Module B covers the study of Northern language and development of communication skills in an aboriginal language. Module C focuses on contemporary Northern life, including current issues and events. This curriculum guide conveys the rationales for the course, the major understandings, key concepts, skill areas, and student attitudes to be developed in the instructional process. The general learning experiences to which all students should be exposed are defined and suggested classroom activities through which the teacher can gather information needed for assessing student progress are presented. Finally, it suggests the kind of teaching and learning resources that would be appropriate for the course and presents guidelines for their selection and development. (DB)

ED 344 813		SO 021 877

Halls, W. D., Ed.
Comparative Education: Contemporary Issues and Trends.
PUB DATE- 90
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130)
DESCRIPTORS- *Comparative Analysis; *Comparative Education; *Cross Cultural Studies; *Educational Development; *Educational History; *Educational Philosophy; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Trend Analysis
IDENTIFIERS- Africa; Asia; Europe; North America; South America; UNESCO

These deficiencies include the contention that there is no significant history of African people in most academic disciplines before the slave trade. Critics of African centered education argue that the scholarship behind this movement is historically inaccurate, that the rhetoric of the advocates of an African centered curriculum is racially divisive and that, in some instances, the advocates represent a new form of racial intolerance. In addition to surveying the debate over an African centered curriculum, this paper also briefly summarizes the movement for multicultural education and the efforts of the District of Columbia Public School System to develop a multicultural curriculum. (DB)

ED 344 833 SO 022 189

Muslih, Muhammad; Norton, Augustus Richard
Political Tides in the Arab World. Headline Series No. 296
PUB DATE- 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Arabs; Area Studies; *Current Events; Democratic Values; Foreign Countries; *Foreign Policy; International Relations; International Studies; *Middle Eastern Studies; Political Influences; Political Issues; Political Power; Political Science; Politics; *World Affairs; World History
IDENTIFIERS- *Gulf War; *Middle East

This booklet examines the post-Persian Gulf War Middle East and the

ED 344 834 SO 022 206

Latin America Today: An Atlas of Reproducible Pages. Revised Edition.
PUB DATE- 92
NOTE- 178p.; For 1986 edition, see ED 283 773.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Economics; Elementary Secondary Education; Foreign Countries; *Geography; *Instructional Materials; *Latin American Culture; Latin American History; Locational Skills (Social Studies); Map Skills; *Social Studies; Visual Aids
IDENTIFIERS- *Latin America

This document contains reproducible maps, charts and graphs of Latin America for use by teachers and students. The maps are divided into five categories (1) the land; (2) peoples, countries, cities, and governments; (3) the national economies, product, trade, agriculture, and resources; (4) energy, education, employment, illicit drugs, consumer prices, social indicators, and external debt and balance of payments summary; and (5) individual country maps. (KM)

ED 344 835 SO 022 211

Michigan Global/International Education Guidelines.
PUB DATE- Jul 90
NOTE- 34p.

(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Competency Based Teacher Education; Decision Making; *Educational Theories; Elementary Secondary Education; Higher Education; *Moral Values; Preservice Teacher Education; *Teacher Education Curriculum; *Teaching Models
IDENTIFIERS- *Reflective Thinking

Teacher educators are becoming increasingly concerned about having a model of teacher preparation. As part of its new standards for accreditation, the National Council for Accreditation of Teacher Education demands that professional education programs adopt a model that explicates the purposes, processes, outcomes, and evaluation of the program. This paper examines the technical and reflective concepts which are prevalent in the literature on teacher education models. The concepts warrant analysis because of the common misconception that they are polar opposites. By proposing a more complex relation, it is possible to generate four different images of teaching and to evaluate the benefits and drawbacks each has for the preparation of new teachers. The four approaches are: technical rationality (competency or performance based models); practical decision making (teachers as reflective decision makers); indoctrination (nonreflectively promoting a belief system about teaching); and moral reflection (deliberative, relational, and critical approaches). The fourth approach, teaching as moral reflection, is taken as the most desirable image for teacher education to promote. Some data are offered about the possiblity of teaching reflection and the paper concludes with some thoughts about the importance of reflection occurring within community. (Contains 55 references) (SM)

ED 344 854 SP 033 713

Murrell, Peter
Making Uncommon Sense: Critical Revisioning Professional Knowledge about Diverse Cultural Perspectives in Teacher Education.
PUB DATE- Nov 90
NOTE- 9p.; In: Proceedings of the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (4th, Milwaukee, WI, November 9-11, 1990); see SP 033 711.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; Critical Thinking; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Higher Education; Individual Differences; *Minority Group Children; *Multicultural Education; Preservice Teacher Education; Socioeconomic Influences; *Stereotypes; *Teacher Education Curriculum; Teacher Effectiveness; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Alverno College WI; Knowledge Base for Teaching; School Culture

One aspect of the Alverno College (Wisconsin) teacher education program focuses on the critical treatment (critical revisioning) of popular approaches to teaching across lines of race, class, gender, culture, and power. To illustrate the development of prospective students' ability to think critically about such teaching, this discussion explores the revisioning of learning styles and cognitive styles, with a focus upon the potential for miscommunications in learning interactions, rather than the ascription of cognitive programs? (8) How do I choose a teacher education program; (9) Where can I obtain financial aid information? (10) After completing the teacher education program, am I eligible to receive a credential? (11) Are there other ways to become certified? (12) Where can I find information on various State requirements? (13) Are there national teaching requirements? (14) If I meet the requirements in one State, can I teach in another? (15) How do I locate jobs? and (16) What is the demand for teachers? (LL)

ED 344 873 SP 033 773

Kauffman, Dagmar
Supervision of Student Teachers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College School Cooperation; *Cooperating Teachers; Demonstration Programs; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Program Improvement; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; Supervisory Training
IDENTIFIERS- ERIC Digests; Ohio State University; University of New Hampshire

This ERIC Digest focuses on the student teacher, the school-based cooperating teacher, and the university supervisor, all of whom form a supervisory triad. Barriers to improved student teaching supervision such as incongruent role expectations and lack of substantive communication and collaboration among triad members are discussed. Some efforts designed to overcome these barriers include: training for university supervisors to reconceptualize their roles; training for cooperating teachers to analyze their teaching and supervisory techniques; and the selection and matching of triad members in a systematic way. Collaborative efforts at the University of New Hampshire and the Ohio State University in which public school and university personnel act as equal partners are described. Seventeen references are cited. (LL)

ED 344 874 SP 033 778

Mielke, Dan; Holstedt, Peggy
Oregon Alcohol and Drug Abuse Prevention Education (ADAPE) Infused Lesson Guide K-12.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 653p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; *Drug Education; Elementary Secondary Education; *Fused Curriculum; Health Education; Health Promotion; *Lesson Plans; *Prevention; *Program Development; Program Evaluation; Program Guides; Program Implementation; Public Schools; Special Needs Students; State Curriculum Guides
IDENTIFIERS- *Oregon

This resource manual and guide provides schools and communities

IDENTIFIERS- Assessment of Educ Outcomes for Stu with Disabil; Educational Indicators; Large Scale Programs

The purposes of the survey described in this paper were to: (1) produce a database on state efforts to develop systems for assessing educational outcomes; (2) assess state needs for solutions to technical and implementation problems; (3) identify important state-level information and existing databases; and (4) assess efforts to design a comprehensive system of indicators in general and special education. Fifty-nine interviews with administrators in the 50 states and 9 areas (territories and the District of Columbia) provided information on state practices. Overall, the survey confirms that considerable state and local resources are being directed to outcomes assessment for students with disabilities. Generally, the emphasis has been on documenting the process, rather than the results, of education. Participation and exit data are being collected and may provide valuable information. State-level outcomes information is usually generated from large-scale assessments in which the participation of students with mild disabilities is not separately reported. States are looking for clarification about expectations and requirements for a new emphasis on outcomes as they face demands for increased accountability. Twelve tables and six figures present survey findings. (SLD)

ED 344 894 TM 018 173

Case, Susan M.
Validity of NBME Parts I and II for the Selection of Residents: The Case of Orthopaedic Surgery.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; *College Entrance Examinations; Comparative Testing; *Graduate Medical Students; Higher Education; Physicians; *Predictive Validity; Scores; Statistical Significance; Surgery; *Test Use; Test Validity; Test Wiseness
IDENTIFIERS- *National Board of Medical Examiners; *Orthopedic Certification Examination; Orthopedics

The predictive validity of scores on the National Board of Medical Examiners (NBME) Part I and Part II examinations for the selection of residents in orthopaedic surgery was investigated. Use of NBME scores has been criticized because of the time lag between taking Part I and entering residency and because Part I content is not directly linked to knowledge and skills required in residency. NBME Part I scores were obtained for 481 of the 1,050 examinees who took the written component of the certification examination of the American Board of Orthopaedic Surgery (ABOS) in July 1988. Scores on Part II were available for 461 of these examinees. Statistically significant relationships were found between the ABOS examination and both NBME examinations. Part II of the NBME was a better predictor of ABOS performance than was Part I of the NBME. This study supports the belief that those who have done well on examinations continue to do well, possibly because of good test-taking skills. While the NBME examination should not be the sole determinant of acceptance in a residency program, the degree of correlation suggests that intelligent use of these scores provides an efficient and effective way to screen large numbers of applicants. One figure illustrates the relationship between failure on the ABOS and NBME scores. There is a 17-item

The following hypotheses are being tested in a study of retention by college students of material low in meaningfulness: (1) divergent thinkers will recall more items from a nonsense syllable list and a non-related word list than will non-divergent thinkers because divergent thinkers spontaneously verbally mediate; (2) participants who retain more will be higher in internality and/or a sense of control over the outcomes of academic performance; (3) most participants will not spontaneously verbally mediate; and (4) a mnemonic device will be students' strategy of choice. Participants were 44 male and 60 female undergraduates who completed memory tasks and answered questions about their memory strategies. Subjects were randomly assigned to 1 of 3 lists/treatments (nonsense syllables, unrelated words, and related words), all of which contained 14 items of 3 letters each. Measures of divergent thinking and attributional assignment were also administered, as was a test of mental ability. In neither a median split nor a high/low third split were there significant differences in retention scores between those high and low in internality, stability, or a combined divergent production score. Analyses of components of divergent production and student strategies were not completed, but will be made. Implications for enhancing retention of these early findings are discussed. (SLD)

ED 344 913 TM 018 242

Pipho, Chris
The Impact of a National Test at the State Level.
PUB DATE- Apr 92
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Objectives; Elementary Secondary Education; Futures (of Society); *National Competency Tests; National Programs; Predictor Variables; State Programs; State Standards; Testing Problems; *Testing Programs; Test Use
IDENTIFIERS- *America 2000; National Education Goals 1990; *Scenarios

In recent months the idea of a single national test seems to have lost some of its momentum, while use of national standards to which voluntary regional or state tests would be indexed seems to have gained support. Nationally, there does not seem to be any organized attempt to fuse the national education goals into the state process beyond the ceremonial announcement about America 2000. Three possible scenarios for federal action with regard to a national test are: (1) a Republican win in November and a new push for a national test; (2) a redirection of energy into national standards, allowing states to develop the tests; and (3) development of a program of national goals and standards by using ideas from successful state activity. Surveys of state testing activities demonstrate that the current national picture is very complex. Possible scenarios for state action include a move toward more local assessment decisions or, on the other hand, a renewed effort to reach out for federal help by anticipating a national test. It is also possible that neither of the above would happen, and that traditional models would change very little. The future is not clear concerning national testing. (SLD) socio-cultural, and educational-systemic. Specific educational aspects covered include the following: school-based teaching and learning experiences; English as a subject; the disparity between English as a subject and English as the medium of instruction; learning content subjects; local models of teaching and learning; curriculum development and reducing the disparity between junior and senior primary phases; possible English language policy models; moving from English as a subject towards using it as a medium of instruction; and principles and processes of materials development. Contains a list of 107 references. (LB)

ED 344 470 FL 020 277

McAlpine, Dave, Ed.; And Others
Defining the Essentials for the Foreign Language Classroom. Selected Papers from the 1989 Central States Conference.
PUB DATE- 89
NOTE- 141p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- African Culture; Classroom Techniques; *Cultural Awareness; *Cultural Education; *Curriculum Development; Educational Strategies; Films; French; Grammar; Higher Education; *Instructional Materials; Latin; Learning Disabilities; Literature Appreciation; Reading Instruction; Secondary Education; Second Language Instruction; *Second Language Learning; Textbooks; Videotape Recordings; Visual Aids

Selected papers from the 1989 Central State Conference on the Teaching of Foreign Languages include the following: "From Talk to Action: An Essential for Curricular Change" (June K. Phillips); "Comprehensible Input for Intermediate Foreign Language Students via Video" (Tracy David Terrell); "Developing Extensive Reading Skills: The Transition to Literature" (Julie A. Storme, H. Jay Siskin); "Global Education in the Language Classroom: The African Connection" (Millie Park Mellgren); "The Civilization Course: Beyond the Textbook" (Kathleen G. Boykin); "Classroom Activities: A Task-Analysis Approach" (Diane W. Birckbichler); "You and Your Textbook: Legal Separation--Not a Divorce" (Alan Garfinkel, Mary Beth Berghian); "The Past Meets the Present: A Guide to Historical Feature Films in the French Culture Class" (Tom Carr); "Crossing the Rubicon: Bridging the Gap Between 'Grammar' and 'Literature' in the Intermediate Latin Course" (Jeffrey L. Buller); "Cracking the Code: Helping Students with Specific Learning Disabilities" (Bettye J. Myer, Leonore Ganschow, Richard Sparks, Sylvia Kenneweg); and "Implementation of 'Learning Cycles' in a Civilization Course: A Methodological Approach" (Nicole Fouletier-Smith). (MSE)

ED 344 471 FL 020 279

Michigan Essential Goals and Objectives for Foreign Language Education (K-12).
PUB DATE- 90
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communicative Competence (Languages); Computer

Language Tests; Mathematical Linguistics; *Statistical Analysis; Test Construction; *Thinking Skills; *Verbal Tests; *Vocabulary; *Word Frequency; Word Recognition
IDENTIFIERS- *Reasoning Tests

The usefulness of a "lexical universe" in the development of verbal reasoning tests was studied. The lexical universe, which is a comprehensive listing of words and their frequencies based on a collection of machine-readable texts exceeding 14 million words of running text, is an outcome of a 1987 College Board study of the language in materials encountered by high school students and first-year college students. This report describes an analysis of the materials collected and presents statistics on the following: total frequencies; an index of dispersion across text categories; an estimate of frequency per one million tokens; and a standard frequency index based on a logarithmic transformation. Additional tables show some sample words and statistics for the College Board corpus as compared to the American Heritage corpus, and a comparison of frequency statistics for a selection of 20 words based on 4 different corpora. The difficulty of acquiring and maintaining a large vocabulary is discussed, along with the importance of word frequency and word frequency counts. It is concluded that the major advantage of word frequency counts is that they yield difficulty estimates for all words that are encountered in the corpus. Contains 24 references. (LB)

ED 344 493 FL 020 357

Rodriguez, Cecilia M.
Unrealistic Expectations Businesses Have about Translators.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Eastern Michigan University Conference of Languages and Communications for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Business Communication; *Communicative Competence (Languages); Costs; Cultural Awareness; Cultural Context; *Expectation; *International Communication; Interpreters; *Language Fluency; Professional Occupations; Professional Recognition; Time; *Translation

Increased international business and technological advances that speed business communication are affecting the expectations that business has for translators. More companies are asking translation agencies to translate such items as English business letters, advertising campaigns, flyers, brochures, and technical manuals into other languages, often with unrealistic time expectations. The need for translators in today's global market far exceeds the needs during World War II or during the Sputnik era, but nothing has been done to train corporate and industrial personnel to work with translation agencies and translators. This paper discusses the difficulties and misunderstandings related to time factors, the role of the media, the difference between translators and interpreters, job prestige of translators, cultural and contextual factors that are not communicated to the translator, target audience, and financial compensation. Recommendations are offered to help businesses avoid unrealistic expectations from translators, including providing the translation agency with a list of the company's special vocabulary. Contains 6 references. (LB)

*Employment Opportunities; *Employment Patterns; *Enrollment; *Foreign Countries; Higher Education; Labor Demands; *Outcomes of Education; Statistical Data
IDENTIFIERS- Finland; France; Italy; Japan; Netherlands; Norway

This document presents statistical data from the countries of France, Finland, the Netherlands, Japan, Italy, and Norway regarding the flows of graduates from higher education and their entry into the workforce. Among the statistical data presented are the trends and current situation in each country for such areas as college enrollments and graduation rates; statistics on numbers of graduates by levels of degrees and institutions; employment destinations by level and type of degree earned and by sex; numbers of graduates obtaining employment in specific industries and professions; job hunting data; and a variety of comparative data showing graduate employment trends by degree, sex, institution, and industry. Additionally described in some of the reports are the educational systems that exist within the reporting country, salary ranges achieved by graduates, and recruitment patterns. (GLR)

ED 344 513 HE 025 419

Williams, Wayne
The Relationship between Class Scheduling Formats and the Academic Achievement of Graduate Students.
PUB DATE- 19 Feb 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Students; *Evening Programs; Graduate Study; Higher Education; Instructional Effectiveness; *School Schedules; *Summer Schools; Teacher Education; *Weekend Programs
IDENTIFIERS- Central Missouri State University

A study was done to determine if a relationship exists between different scheduling formats and the academic achievement of graduate students studying elementary and secondary education. Academic achievement was defined as the average score on two informal (teacher made) objective tests given during the course. The study tested three different scheduling formats for a course, "Introduction to Research": (1) at night during the regular school year; (2) on a weekend college basis which meets four times each semester; and (3) during the summer of 8 weeks. All 3 formats required a total of 43 hours of instructional time. The data were gathered over a 3-year period from 543 students. The findings indicated that there were no significant differences in academic achievement between the different scheduling formats. Although there were some isolated differences in scores between the three groups, academic achievement did not appear to be affected by the format. Summer classes seemed to do slightly better than the other groups. Included are three tables and nine references. (JB)

ED 344 514 HE 025 421

Statistical Abstract of Higher Education in North Carolina, 1991-92.
PUB DATE- Apr 92
NOTE- 275p.
LANGUAGE- English

Comparative Analysis; *Graduate Medical Education; Graduate Study; Higher Education; Literature Reviews; *Medical Education; Medical Schools; Surgery; Undergraduate Study

This report discusses results of a study that sought to determine if medical students perform equally on undergraduate and postgraduate academic measures regardless of the clinical site of their clerkship. A review of the literature revealed that accreditation requirements and sound education practices require that clinical sites be comparable with regard to medical education experience and student performance. The current study examined performance comparability for two clerkships (medicine and surgery) at a variety of sites using both academic measures (final clerkship percent score, National Board of Medical Examiners (NBME) Part 2 subtest, and NBME Part 2 total) and postgraduate academic measures (NBME Part 3 total and supervisor rating of first-year residents). It was found that virtually no differences in academic performance were found among sites for the two clerkships. The findings are discussed in the context of methods for monitoring comparability of clerkship sites. Contains 32 references. (GLR)

ED 344 533 HE 025 447

Xu, Gang; And Others

Preclinical Academic Performance and Expectation of Clerkship Experiences.

PUB DATE- Apr 92

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Achievement; *Clinical Experience; Comparative Analysis; Expectation; Graduate Medical Education; Graduate Study; Higher Education; *Medical Education; Medical Schools; Prediction; *Sex Differences; *Student Attitudes; Success; Undergraduate Study

This paper reports on a study that asked six groups (totalling 175 third-year medical students), before taking their surgery clerkship, to make predictions about their experiences in the clerkship. For male students, those in the high-expectation group had records of consistently higher mean academic performance in their first 2 years of medical school than did those in the low-expectation group. The high-expectation group also had a higher score than the low-expectation group in the written examination at the end of the clerkship. For female students, the prediction of success in the clerkship was neither related to their previous academic performance, nor to the clerkship written examination score. Findings are discussed in terms of theory of aspiration and gender differences in views of surgery clerkship. Contains seven references. (Author)

ED 344 534 HE 025 448

Kirkwood, Adrian

Learning: The Forgotten Dimension? EAIR 1989 Forum Paper.

PUB DATE- Mar 92

NOTE- 16p.; Paper presented at the EAIR Forum: "Towards Excellence in European Higher Education in the 90's" (11th, Germany, August 27-30, 1989).

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from at a building inventory, space use, capacity, enrollments and leased space. Included are extensive tables and a glossary. (JB)

ED 344 551 HE 025 465

Douglas, Joel M.; Sandorfy, Michael
Directory of Faculty Contracts and Bargaining Agents in Instititons of Higher Education. Volume 18.
PUB DATE- Jan 92
NOTE- 279p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Collective Bargaining; Contracts; *Faculty Organizations; *Higher Education; Labor Legislation; Labor Relations; Negotiation Agreements; Private Colleges; Public Colleges; Teacher Associations; Teacher Strikes; Two Year Colleges; Union Members; Unions
IDENTIFIERS- American Association of University Professors; American Federation of Teachers; National Education Association

This publication is a status report on faculty contracts and bargaining agents in higher education in the United States for 1991. An introduction summarizes activity across the nation including agents elected, independent agents, decertification, strikes, legislation, first contracts signed, and demographic analysis. A table of faculty contracts and bargaining agents follows. Next is a table of adjunct faculty contracts and bargaining agents followed by a listing of graduate and teaching assistant contracts and bargaining agents, a table of faculty collective bargaining at Canadian universities and a summary of elections held at U.S. institutions. The second half of the document contains statistical analysis in 16 tables including: (1) bargaining agents public and private; (2) agents in two- and four-year colleges; (3) collective bargaining agreements; (4) analysis of bargaining agents and agreements; (5) agents and agreements in public and private institutions from 1974 to 1991; (6) agents and agreements in two- and four-year institutions 1974-1991; (7) faculty represented by certified agents in two- and four-year institutions; (8) faculty represented by certified agents; (9) campuses represented by faculty agents, (10) geographic distribution of agents. Also included is a list of "no-agent" votes and an index of United States and Canadian institutions cited in the directory. (JB)

ED 344 552 HE 025 467

Roweton, Bill; Wess, Roger
Pilot Project: Regional Course Sharing through Technology.
PUB DATE- 1 Jul 89
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Distance Education; Elementary Secondary Education; Higher Education; Models; Program Descriptions; Program Evaluation; *Rural Education; State Colleges

educational programs in computational science; and enhance K through 12 education. The stated goals of the DOE HPCC program are to support the economic competitiveness and productivity of the United States, accelerate the application of HPCC technology to the solution of scientific and engineering problems, and enhance U.S leadership in research, development, and deployment of HPCC technologies. A number of examples of DOE HPCC operations are provided, including the MatVu matrix visualization computer software package; Global Ocean Model; Molecular Dynamics Simulations; Pion Propagator; Three-Dimensional Tokamak Modeling; MediaView, a system for multimedia communication; and the CASA testbed, a wide-area, very high speed communication network that enables a number of collaborating agencies to work with geographically dispersed supercomputing resources. (DB)

ED 344 570 IR 015 481

Star Schools for All Our Students. Examining the Status of the Star Schools Program, a Federal Program That Enables Students To Be Linked Together via Satellite or Cable TV Hookup with Teachers in Different Parts of the Country. Hearing before the Committee on Labor and Human Resources, United States Senate, One Hundred Second Congress, First Session.
PUB DATE- 24 Apr 91
NOTE- 148p.; Portions contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advanced Placement; Cable Television; Communications Satellites; Computer Networks; *Distance Education; Electronic Classrooms; *Elementary Schools; Elementary Secondary Education; *Federal Programs; Hearings; *Inservice Teacher Education; Mathematics Instruction; Postsecondary Education; Science Instruction; *Secondary Schools; Second Language Instruction; *Telecommunications
IDENTIFIERS- Congress 102nd; *Star Schools

The purpose of this hearing was to examine the status of the Star Schools program, a federal program enacted by Congress in 1987 that enables students to be linked together via satellite or cable TV hookup with teachers in different parts of the country. Star Schools are a network of distance education programs that link remote classes of students with teachers and courses to which students would not otherwise have access, by using communications satellites and other telecommunications technologies. It is noted that Star Schools programs exist primarily in rural areas where access to mathematics, science, and second language instruction is often unavailable by traditional educational means. In addition to the prepared statements, communications to various concerned officials, and responses to questions entered into the hearing record, this report includes transcripts of conversations that took place during a demonstration of the Star Schools technology between committee members and teachers and students in ongoing distance education classes. Prepared statements were provided by Senators Edward M. Kennedy, Orrin G. Hatch, James M. Jeffords, Strom Thurmond, Robert J. Kerrey, and Brock Adams; Gary Vance of the Satellite Educational Resources Consortium (SERC); Nancy Carson of the Office of Technology Assessment (OTA); Inabeth Miller of the Massachusetts Corporation for Educational Telecommunications; Gregory J. Liptak of Jones Spacelink and Mind Extension University; and William F. Werwaiss of Southern New England Bell Telephone. Responses to questions asked by Senator Kennedy were provided by Jeanne M. Tinnin of Kaycee the following sections: (1) Bibliographies; (2) Trends in the Use of AV Materials for Library Instruction; (3) Planning and Development for AV in Library Instruction; (4) The Use of AV Materials for Library Orientation; (5) Slides, Slide/Tape, and Point-of-Use Instruction Programs; and (6) Using Videotape for Library Instruction. A title index is provided. (MAB)

ED 344 588 IR 053 960

Miller, Margaret B., Comp.
Annotated Bibliography of South Dakota, Pioneer, and Indian Fiction in the Youth Collection of the Learning Resources Lab, I. D. Weeks Library, University of South Dakota.
PUB DATE- Mar 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *American Indian Culture; Annotated Bibliographies; *Childrens Literature; *Cultural Images; Elementary Secondary Education; *Fiction; Land Settlement; Local History; Reading Materials; United States History
IDENTIFIERS- *Pioneer Life; *South Dakota

This annotated bibliography focuses on fiction for children and young adults that is concerned with three subject areas: South Dakota, pioneers, and American Indian culture. The publication dates of these titles span the 1930s to the late 1980s. Entries are listed alphabetically by author and include title, publisher, date of publication, an annotation, and a reading-level designator (E, M, or YA). (MAB)

ED 344 589 IR 053 961

Fretwell, Gordon, Comp.; Pritchard, Sarah M., Ed.
ARL Annual Salary Survey, 1991.
PUB DATE- 91
NOTE- 93p.; For the 1990 survey, see ED 333 870.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; Foreign Countries; Higher Education; Librarians; *Library Personnel; *Library Statistics; Library Surveys; *Occupational Information; Occupational Surveys; Questionnaires; *Research Libraries; *Salaries; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada; United States

This report presents data from the 1991 ARL (Association of Research Libraries) annual salary survey. Forty-two tables report data on professional salaries and years of experience, including a breakdown for minority librarians; distribution of professional staff by salary and position, and by sex and position; the type of institution; and size of professional staff. Tables are organized in five categories: ARL non-university libraries, ARL university libraries, Canadian ARL university libraries, ARL university medical libraries, and ARL university law libraries. An overall summary of the distribution of university librarians and non-university librarians by salary level is also provided, as well as copies of the questionnaires and instructions for the two groups of librarians. (MAB)

Education; Elementary Schools; Feasibility Studies; *Learning Resources Centers; Library Automation; Library Collection Development; *Library Collections; *Library Materials; *Shared Library Resources

This descriptive study investigated the numbers of unique and overlap titles in selected elementary schools which may influence resource-sharing decision making. A convenience sample of seven elementary schools in DeKalb County, Georgia, using the Follett Software Company's "Circulation Plus" system was used. Each school printed a shelf list including the title and call number/author of the 600.00 to 699.99 Dewey Decimal Classification section of the collection. The data were put into machine-readable form and manipulated so that the overlap and unique numbers of titles could be identified. Of the seven elementary library media center collections studied, there were 2,232 (67%) unique titles and 1,101 (33%) overlap titles in a sample of 3,333 book titles. Research by Merritt (1942), Altman (1972), McGrath and Simon (1972), and Doll (1983) shows that when 50% of the titles are unique, implications for resource sharing exist. This study showed the numbers of unique titles were large enough to indicate resource sharing feasibility. The instructions for data collection that were sent to each of the school media centers are appended. (3 tables, 23 references) (Author/MAB)

ED 344 609 IR 054 021

Raaska, Helmi
Personal Privacy and the Archivist.
SPONS. AGENCY- National Archives and Records Administration, Washington, DC.
PUB DATE- 89
NOTE- 36p.; Research paper, National Archives and Records Administration Professional Career Training Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Archives; Civil Law; *Confidential Records; Constitutional Law; Disclosure; Freedom of Information; Higher Education; *Intellectual Freedom; Library Collections; Methods; *Privacy

This discussion of the protection of privacy as it relates to archival functions draws on the procedures followed by three repositories: the Gerald R. Ford Presidential Library (NLF), the Michigan Historical Collections (MHC) at the University of Michigan, and the Walter P. Reuther Library of Labor and Urban Affairs (Reuther Library) at Wayne State University. The constitutional, common, and statutory law roots of the right to privacy concept are explored in detail, and a general overview of repository and donor restrictions is given. Discussion of the three libraries' procedures focuses primarily on their handling of labor union records, including donor restrictions, accessioning policies, screening for private information, review and appraisal procedures, third party privacy, and description procedures for closed materials. (29 references) (MAB)

ED 344 610 IR 054 022

Thornton, Roberta
The Potential Use of Electronic File Transfer in the National Archives.
SPONS. AGENCY- National Archives and Records Administration, Washington, DC.

participants with different amounts of professional experience. Study findings suggested that leadership development programs in community colleges did not need to be structured differently for minority participants. The VS and MSQ both seemed to be sufficiently reliable and valid to recommend their use in further research with potential minority leaders in community college settings. A 17-item bibliography and data tables derived from the VS, the MSQ, as well as a correlational analysis of the two, are attached. (JSP)

ED 344 627 JC 920 193

Important Trends for California Community Colleges, 1992 Update. Background Data.
PUB DATE- Apr 92
NOTE- 43p.; Prepared for Board of Governors Retreat (Newport Beach, CA, April 23-25, 1992). For the 1991 Update, see ED 332 771.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Demand Occupations; Demography; Educational Facilities Planning; *Educational Finance; *Educational Trends; *Employment Opportunities; Enrollment Projections; Enrollment Trends; Expenditure per Student; *Financial Support; Futures (of Society); Graphs; Job Training; Labor Market; Labor Needs; *Population Trends; School Expansion; State Surveys; *Statewide Planning; Tables (Data); Trend Analysis; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Designed to serve as background material for the development of the Board of Governors of the California Community Colleges' 1992-93 basic agenda, this report examines several statewide trends affecting community colleges. Data presented in the report supersede papers prepared for previous Board retreats. Among the trends examined are those concerning the state's demography, job market and labor force outlook, and economy, as well as the colleges' enrollments and finances. Selected information provided in the report includes: (1) immigration is expected to account for approximately one-half of California's dramatic population growth, with four out of every five new residents being Asian or Hispanic; (2) the greatest growth in the job market will be in occupations requiring higher levels of education, with projections of the fastest growing occupations in the fields of sales, management, business and nursing; (3) California's community colleges currently enroll one-fourth of all two-year college students in the United States, and recent enrollment increases show the greatest gains among full-time, noncredit, Hispanic and Asian students; (4) in fall 1991, over 100,000 potential students, most seeking job retraining, were unable to obtain courses because they were either filled or eliminated; (5) funded at the projected level, community colleges will not be able to serve their potential enrollment demand, resulting in an estimated 200,000 unfunded students by 1996; (6) the colleges spend less per student today than they did in the 1970's, resulting in high student/faculty ratios, although a substantial number of new full-time and minority faculty have been hired; and (7) the Board's Long Range Capital Outlay Growth Plan projects the need for 31 new campus and center sites in the next 13 years. The bulk of the report consists of an extensive series of graphs and tables. (JSP) student attitudes are important as well. In addition, there is a lack of agreement on the status of the latest technology. At the College of Lake County (CLC), the strategy for the integration of technology into the mathematics curriculum is straightforward. First, the college helps faculty develop a positive attitude regarding the use of technology. Second, this new attitude is used to help faculty develop competence in the use of the technology. Third, the use of the calculator is the primary focus which is supplemented by the use of the computer. Finally, the calculator is integrated into all levels of the curriculum, including remedial courses, rather than being forced upon the curriculum. Students at CLC have shown more interest in mathematical topics when the course is calculator-based. Faculty also benefit from the calculator-based curriculum. Ultimately, technological integration in mathematics courses is only as good as the people effecting the integration; thus, administrators must provide proper incentives for faculty, and faculty must make an effort in such seemingly straightforward areas as choosing a calculator for their classes. (JMC)

ED 344 644 JC 920 216

Caro, Francis G.; Morris, Robert
Older Worker Retraining: An Important New Direction for Higher Education.
PUB DATE- Jul 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Vocational Education; Aging (Individuals); Career Change; Community Colleges; Dislocated Workers; *Job Training; Labor Force Development; Middle Aged Adults; *Midlife Transitions; *Nontraditional Students; Older Adults; Postsecondary Education; Program Descriptions; Program Design; *Retraining; Skill Obsolescence; Two Year Colleges

Colleges and universities throughout the United States are faced with the new mission of offering comprehensive educational programs designed to strengthen the employment skills of mature adults. In the coming decades, as the number of young people entering the labor force decreases by an expected one-third, the number of available workers aged 45-54 will increase from 10% to 16%. Rapid changes in technology have made such older workers vulnerable to job loss and prolonged unemployment. At the same time, labor shortages are predicted in high technology jobs and the service industries of insurance, banking, health and human services. Because 48% of the work force is employed in organizations with fewer than 500 employees which lack the resources to provide their own retraining programs, community colleges are the country's most important source of such retraining. As the pool of younger students shrinks, community colleges can allocate more of their resources to the education of older adults. The key components of older worker training programs include: (1) practical employment skills for mature adults; (2) responsiveness to the specific personnel needs of regional employers; (3) explicit performance objectives; (4) outreach to stimulate enrollment and ongoing vocational counseling; (5) sensitivity to the special needs of mature students, with an emphasis on short-term training that leads quickly to jobs or improved on-the-job performance; and (6) placement services. A distinct administrative unit run by a program developer with a gerontological perspective is

Le Developpement Physique de L'Eleve: Cadre de Developpement Aspect Physique. Monographie (Students' Physical Growth: Developmental Framework, Physical Dimension).
PUB DATE- 91
NOTE- 42p.; For English version, see ED 304 230.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; *Developmental Stages; Early Childhood Education; Elementary Education; Foreign Countries; Infants; *Motor Development; *Perceptual Development; *Physical Development; Preadolescents; Preschool Children; Preschool Education; *Psychomotor Skills; Young Children

This report puts forth the position of the Ministry of Education of Alberta, Canada, with respect to the physical development of the elementary school student as the basis for his or her cognitive, emotional, social, and moral development. The report describes normal physical development during the first 10 years of life in the domains of perceptual, structural, and motor development. For each domain, the report explains the normal changes that occur from infancy to preschool ages, during elementary grades, and during adolescence. Perceptual development is considered not only in terms of the five senses, but also in terms of the ability to concentrate, discriminate, accomplish tasks, and distinguish figures from their context. Physical growth is addressed in terms of height, weight, proportion, and gender. Factors affecting the development of motor skills, and the particular locomotor and fine motor skills developed during each of the periods of childhood, are discussed. Each section includes a discussion of instructional implications. The report concludes that the development of perceptual and fine motor skills is the responsibility of all instructors, and that understanding students' skill levels is an important step in establishing goals. (AC)

ED 344 662 PS 020 259

Les Interactions des Eleves. La Structure du Developpement: La Sphere Sociale (Students' Interactions--Developmental Framework: The Social Sphere).
PUB DATE- 91
NOTE- 52p.; For English version, see ED 294 680.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Behavior; *Children; *Developmental Stages; Early Childhood Education; Elementary Education; *Emotional Development; Foreign Countries; Infants; Interpersonal Competence; Literature Reviews; *Moral Development; Peer Influence; Preadolescents; Preschool Children; *Social Development; Stereotypes; Stress Variables; Theory Practice Relationship; Young Children

This report puts forth the position of the Ministry of Education of Alberta, Canada, with respect to education for the social development of the elementary school student. The report provides a brief and selective overview of the literature on normal social development during the first 15 years of life in the domains of affective, interpersonal, and moral development.

programs were rated the most useful. It is concluded that additional training opportunities are needed in Alabama; that credit-based training should be considered; and that topics selected must meet providers' needs. The survey form is appended. Contains a reference list with 14 items. (LB)

ED 344 679 PS 020 493

Butterworth, George; Hopkins, Brian
Origins of Handedness in Human Infants.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at a Meeting of the Spastics Society (Wallingford, Oxfordshire, England, United Kingdom, March 25-26, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Evolution; *Handedness; Individual Development; *Infants; Literature Reviews; *Neonates
IDENTIFIERS- Hand Function; *Head Movements; *Reaching Behavior

This paper reviews the literature on handedness in infants and reaching behavior in neonates and speculates on evolutionary reasons for the development of handedness. Modern studies have reliably detected handedness from the second half of the first year of life. One study found a preference for the right hand in unimanual tasks at 6.7 months. Other studies have shown that contralateral reaching occurs 3 months sooner for the right hand than the left. Several studies of neonatal reaching behavior have shown that: (1) babies between 3 and 8 days old make predominantly right arm reaches to a visual target; (2) the right arm is spontaneously more active than the left in newborns; and (3) by 3 months of age, infants show greater persistence in grasping a rattle with the right hand than the left. Other studies have determined a correlation between neonatal head orientation preference, which begins to develop during the fetal stage, and hand preference. Evolutionary speculations on handedness concern the preference for cradling infants on the left arm; the fact that the infant must turn its head to pass through the birth canal; and the evidence from stone tools that Homo Erectus was predominantly right-handed. A list of 40 references is provided. (BC)

ED 344 680 PS 020 495

Chapter 1 in Ohio: Elementary and Secondary Education Act. 26th Annual Evaluation Report, Fiscal 1991.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 92
NOTE- 33p.; For 24th and 25th Annual Evaluation Reports for Fiscal Years 1989 and 1990, see ED 319 488 and ED 334 010.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Child Neglect; *Compensatory Education; Costs; Delinquency; Disabilities; Elementary Secondary Education; *Federal Legislation; Mathematics Instruction; Migrant Youth; Parent Participation; Program Descriptions; *Program Effectiveness; Reading Instruction; *State Programs; Student Participation; Tables (Data); Trend Analysis
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1;

behaviors. Numerous tables and figures present findings in these areas. Results suggest that most youths surveyed see themselves as physically healthy, but because of their dietary or behavioral patterns, some have risk factors that predispose them to chronic illnesses later in life. Most also see themselves as emotionally healthy, although a number have serious problems. Findings, it is emphasized, apply primarily to public school students living in rural areas, villages, rural highway communities, and regional centers. The report concludes with a set of challenges for Alaskan communities to meet in order to help Alaskan youths grow up to reach their full potential. (GLR)

ED 344 699 PS 020 530

Ravid, Ruth; Sullivan-Temple, Kara
Enhancing Self-Concept Development in Preschool Children.
PUB DATE- Apr 92
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Black Students; *Curriculum Evaluation; Curriculum Guides; *High Risk Students; Inner City; Jews; Low Income Groups; Middle Class Students; Parent Participation; *Preschool Children; Preschool Education; *Self Concept; *Self Concept Measures; Teacher Student Relationship; Urban Areas; White Students
IDENTIFIERS- *Marvelous Me (Preschool Edition); *Self Concept Enhancing Activities

This paper describes three studies that evaluated the Marvelous Me-Preschool Edition curriculum, a 12-session program designed to enhance the self-concept of preschool children. The program is organized around 6 central themes: feelings, self-image, getting to know oneself, family friends, and community. Children participate in activities such as art projects, songs, dances, large group activities, book activities, and puppetry. Parental involvement is encouraged. The first study was conducted with 158 middle- and upper-middle class, white, Jewish students. The second study included 58 at-risk, black, inner-city students. The third study involved 31 middle- and upper-middle class, predomonantly white, students. In all three studies, the Purdue Self-Concept Scale for Preschool Children (PSCS) was administered before and after implementation of the curriculum. In the third study, the Joseph Pre-school and Primary Self-Concept Screening Test (JPPSST) was also used as a pretest and posttest. Results from the first and third studies indicated no significant difference between control and experimental groups. In the second study, experimental students had a significantly higher gain than did control students, even though control students also gained from pretest to posttest, probably due to familiarity with the test and maturity. The major conclusion was that at-risk preschoolers may benefit more than children from higher socioeconomic groups from a systematic intervention designed to enhance self-concept. Appended are 37 references and related materials. (GLR)

ED 344 700 PS 020 537

Binder, Sue; Falk, Henry
Strategic Plan for the Elimination of Childhood Lead Poisoning.

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ethnography; *High Achievement; High Risk Students; High Schools; Hispanic American Culture; *Hispanic Americans; *Low Achievement; Potential Dropouts; Student Attitudes; *Student Characteristics; *Teacher Characteristics
IDENTIFIERS- California; Mexico

This paper, a follow-up to a previous review of literature on academic excellence that synthesized information from the United States and Mexico, describes an ethnographic study of high-achieving and low-achieving Hispanic secondary school students from Calexico, California and Mexicali, Baja California Mexico. Five students for each group were randomly selected from 10 high-achieving and 10 low-achieving sophomore students at Calexico High School. Data were collected through interviews with students, families, and teachers, and through classroom observation. Friends of the students were also identified. Low achievers tend to dislike school and homework, exhibit distracting behavior during classes, have low attendance and habitual tardiness, and copy work from other students. The families of low-achieving students offer them limited support. These students are often forced to obtain employment as soon as possible. Friends have an adverse influence on low achievers' academic performance. High achievers intelligently question their teachers and peers. Successful teachers of high achievers gain students' confidence through listening to students, respecting students, and seriously answering questions. Successful teachers also instruct through the use of practical examples to make the class fulfilling and interesting. The families of high achievers support them through involvement in school meetings, participation in school activities and reaction to report cards. High achievers recognize that their friends have a major role in supporting their academic endeavors and realize the value of constantly taking a leadership role. High achievers come from economically, socially and culturally different groups. (LP)

ED 344 719 RC 018 611

Howley, Craig B.
Critical Issues in Rural Education, Writ Large: Aims, Curriculum and Instruction, and School Finance.
PUB DATE- 20 Jan 90
NOTE- 41p.; Paper presented at the Annual Western Leadership Conference of the National Education Association (Omaha, NE, January 20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; *Educational Finance; *Educational Objectives; *Efficiency; Elementary Secondary Education; *Role of Education; *Rural Education; Rural Urban Differences; School Business Relationship; School Effectiveness; School Size; *Small Schools; Socioeconomic Status
IDENTIFIERS- Culturally Relevant Curriculum; *Indian Nations At Risk Task Force

This paper examines issues in rural education related to aims, curriculum, and finance. It questions the notion that educational restructuring is necessary for the purpose of improving economic competitiveness. Wigginton, a rural educator, proposes that the aims of education should be: (1) to

ED 344 737 SE 052 358

Doyle, Andrea; And Others
Teaching Population: Which Textbook To Choose? A Survey of Secondary Science Textbooks.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Placement; Biology; *Conservation (Environment); *Ecology; Environmental Education; Futures (of Society); Graphs; Maps; Natural Resources; *Population Education; *Population Growth; Science Activities; Science Education; Secondary Education; *Secondary School Science; *Textbook Evaluation; Textbook Selection

To aid secondary science instructors and supervisors in selecting texts that provide adequate coverage of population dynamics and impacts, 44 editions of life science, biology, advanced placement biology, and environmental science textbooks were surveyed. The matrices given in this document are designed to provide objective information on each text's inclusion of specific topics related to population and human ecology. This format shows trends in the texts, allows individual texts to be compared, and serves as a tool for educators interested in supplementing weak areas of their specific text. A list of basic information that should be included in a reasonably thorough discussion of human ecology forms the basis of each matrix. These topics fit into categories of general population information, human population dynamics, projections about the future, and the link between population growth, resource depletion, and the environment. Each matrix lists (1) publisher, title, publication date and author; (2) the presence of material on nonhuman population dynamics, human population dynamics, population and the environment, and population and the future; and (3) placement of this material in the text and length (number of pages). The presence of thought-provoking student activities, discussion questions, and supplementary materials such as maps, graphs, and photographs were also considered in assessing textbook effectiveness. (KR)

ED 344 738 SE 052 359

Wasserman, Pamela, Ed.
Computer Software for Population Education.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Computer Uses in Education; *Courseware; Databases; Educational Games; Higher Education; *Models; *Population Education; *Population Growth; Problem Solving; Science Education; Secondary Education

This pamphlet presents brief reviews of 38 population education software and online systems currently available. It includes mathematical models, simulations, databases, problem-solving games, online systems, and associations. The review includes a description of the program, the level at which it is aimed, required computer hardware, the vendor's address and telephone number, and cost. (KR)

ED 344 739 SE 052 378

ED 344 756 SE 052 695

Davis, E. Dale
Selected High School Biology Teachers' Recommendations for Teaching Reading and Study Skills Needed in Biology Classes.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; *Content Area Reading; High Schools; Interviews; *Learning Strategies; Questionnaires; *Reading Skills; Science Education; *Science Teachers; Secondary School Teachers; *Study Skills

The major purpose of this study was to identify effective methods or procedures that high school biology teachers would recommend to help their students master the skills needed for reading and understanding their biology textbooks, workbooks, laboratory manuals, and other printed materials used in biology classes. It was hypothesized that well-educated, experienced science teachers who had done graduate work in biology or methods of teaching science in high school and who had also been involved whether in courses dealing with teaching reading in content areas or in-service training dealing with study skills and reading in science could suggest specific practices that would be worthy of recommendation to other high school biology teachers (grades 9-12). The procedure in this study involved the following: (1) a review of the research on general reading and study skills in the content areas of the secondary school; (2) extensive use of the ERIC system; and (3) interviews with the 71 teachers who met the criteria and who were interested in taking part in the study. The data secured from the interviews indicated essentially the 10 most effective ways for helping students learn the special reading and study skills needed in high school biology classes. (KR)

ED 344 757 SE 052 697

Howland, Joyce, Comp.
Science Fair Projects. LC Science Tracer Bullet.
PUB DATE- Aug 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; Elementary Secondary Education; Library Guides; Periodicals; Resource Materials; Science Activities; Science Education; *Science Fairs; *Student Projects

The sources listed in this document are selected to provide guidance to students, parents, and teachers throughout the process of planning, developing, implementing, and competing in science fair activities. While sources range in suitability from elementary to high school levels, the emphasis is on materials for grades 9-12. This guide updates LC Tracer Bullet 88-4 (ED 303 339). More specialized sources are listed in Space Science Projects (89-3) and Environmental Science Projects (90-2). Not intended to be a comprehensive bibliography, this guide is designed--as the name of the series implies--to put the reader "on target." Sections include: (1) subject headings used by the Library of Congress, under which books on science fair projects can be located in most card, book, CD-ROM, and online catalogs; (2) basic texts; (3) specialized titles; (4) classroom experiments and activities; (5) handbooks, manuals, and encyclopedias; (6) bibliographies; (7) book/film reviews

April 8-11, 1990). Print marginally legible.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Behavior; *Chemistry; *Curiosity; Language Acquisition; *Learning Centers (Classroom); Learning Theories; Nonverbal Communication; Play; *Preschool Education; *Science Activities; Science Education; Spatial Ability; Verbal Communication

The purpose of this study was to evaluate the effectiveness of seven chemistry learning centers for use in an ongoing preschool education program. The seven centers piloted were: (1) Observing Color Changes; (2) Making Bubbles; (3) Using a Thermometer; (4) Balancing; (5) Classifying Colors; (6) Cooking; and (7) Sink or Float. All of the centers piloted were designed for use in a play-based early childhood program, since this was the approach already being used for other content areas in the test site. The goals of this play-based center approach for preschool chemistry were delineated and involved socioemotional, cognitive, and language goals of learning. The average time each student spent at each of the chemistry learning centers was determined from videotapes and was thought to be a measure of one of the socioemotional goals dealing with student curiosity. The class average ratings for the socioemotional goals of autonomy, persistence, cooperation, enthusiasm, and curiosity were determined from the ratings given to each individual student based on teacher notes and videotapes. Cognitive data for classifying, ordering/seriation, spatial relationships, and temporal relationships is also provided. In addition, centers were evaluated with respect to how they encouraged students to identify problems and come up with their own ideas. Language goals were evaluated in a 10-minute span with respect to average number of: questions asked by students; words spoken by students in direct response to the teacher; words spoken by students in response to other students; words of student initiated conversation with teacher; words of student initiated verbalization to other students; and total words per students. Also, total different words verbalized per student was averaged. It was found that all chemistry centers were successful and appropriate for the preschool child with regard to cognitive, socioemotional, and language goals. However, there were important differences between the centers with respect to how well each met delineated goals. Preschool students demonstrated various metacomponents of intelligence when non-verbal as well as verbal data were analyzed. Certain aspects of both Piagetian as well as Vygotsky's theories were supported in this study. The objectives, materials, and procedures for each activity are provided. (45 references) (KR)

ED 344 776 SE 052 884

Burton, Grace; And Others
Third Grade Book. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades K-6.
PUB DATE- 92
NOTE- 32p.; For the document on which this series is founded, see ED 304 336. For other titles in this series, see ED 339 598, ED 339 602-604, ED 339 615-617, SE 052 885-886, and SE 052 935.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Zimmer, Judith
Police-School Partnerships. Bar/School Partnership Programs Series.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 88
NOTE- 9p.; For related documents, see EJ 335 155, and SO 020 368-378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Community Resources; Curriculum Enrichment; Elementary Secondary Education; Field Trips; Guides; *Human Resources; *Law Enforcement; *Law Related Education; Learning Activities; *Police; *Police School Relationship; Social Studies
IDENTIFIERS- American Bar Association

Law-related education's (LRE) use of community resources in general, and law enforcement professionals in particular, is what brings the law to life in the classroom. This handbook offers practical ideas for establishing partnerships to improve the quality of LRE in the classroom. Involving police and law enforcement officers in the classroom offers several benefits: (1) the complex role of law enforcement in the community is demonstrated; (2) students develop an understanding of the concept of justice; and (3) a complete and realistic picture of police officers, including the human component, is presented. Three models are discussed. In the integrated model, the teacher designs the lesson and incorporates the officer. In the autonomous model, the resource person takes sole responsibility for the development and implementation of an entire unit. The on-site model gives students a realistic view of the daily challenges presented to people who choose law enforcement careers. Procedures for conducting field trips and for role playing are provided. Previsit strategies and suggestions for the resource person are offered. Six examples of other materials available dealing with the involvement of law enforcement resources in the classroom are provided. (JB)

ED 344 794 SO 020 375

Liberty: Constitutional Update. Bar/School Partnership Programs Series.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 88
NOTE- 25p.; For related documents, see EJ 335 155, and SO 020 368-378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civil Liberties; Class Activities; Constitutional Law; Curriculum Enrichment; Elementary Secondary Education; Freedom of Speech; *Law Related Education; Learning Activities; Lesson Plans; Social Studies; State Church Separation
IDENTIFIERS- American Bar Association; Bill of Rights; *First

The global status of comparative education from the 1960s to the present is presented in three parts. Part 1 comprises a general review of the background to seven regional studies. The review provides a picture of the overall historical development; the modifications in the concept of comparative education that have occurred; the general approaches, methods, and theories that have emerged in recent years: the problems and concerns that have arisen; and some remarks on content and practice. The texts of the regional reports are presented in Part 2. The chapters include: Western Europe; the socialist countries; North America; Latin America; Asia and the Pacific; Africa; and the Arab states. Part 3 deals with the national and international infrastructures of comparative education including societies, associations, centers, and journals and the impact these have on theory and practice. The work is supplemented by a selective bibliography. (KM)

ED 344 814 SO 021 879

Craig, John C.; Solliday, Michael A.
Illinois Goal Assessment Program. Social Science Background Paper.
PUB DATE- 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Educational Policy; Educational Theories; Elementary Secondary Education; Program Evaluation; *Social Sciences; Standardized Tests; *State Programs; State Standards; *Student Educational Objectives; *Testing Programs; Test Items
IDENTIFIERS- *Illinois

The state of Illinois recently has required state goals for learning to be identified and assessed in the following areas of learning: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health. The Illinois Goal Assessment Program (IGAP) is designed to assess the progress made toward meeting the Illinois State Goals for Learning and to chart trend data for these goals over time. This paper provides the context in which the educational reforms, of which IGAP is part, came about in Illinois. The specific social science goals that have been identified for students to meet are discussed in relation to recent national educational reform efforts and the body of literature that has been produced in this area. The Illinois State Assessment in social sciences covers five areas: recalling, interpreting, distinguishing, problem solving, and reference skills. To determine the degree to which students can apply these focus areas in school, the state will assess students at grades 3, 6, 8, and 11. The initial social sciences assessment will occur for all grades in 1993. Sample items from the pilot social science tests are provided and discussed in detail. A list of references is included as are two appendices--one provides charts to be used in analyzing the social sciences test items, the other lists sample items from pilot tests. (DB)

ED 344 815 SO 021 884

Applauding Our Constitution: Hands-on Creative Lessons--K-8.
PUB DATE- 89
NOTE- 236p.; Written by SPICE III classroom teachers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; *Educational Objectives; Elementary Secondary Education; *Global Approach; Interdisciplinary Approach; Multicultural Education; State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- *Global Studies; *Michigan

This document is designed to provide Michigan school districts with suggestions on how to develop and enhance educational programs to meet the needs of students in an interrelated world. Beyond presenting a definition of global/international education and accompanying concerns, the paper suggests resources and procedures for fostering programs that reflect global/international matters--sociological, technological, environmental, economic, and political. The suggestions are directed at educators concerned with all phases of the curriculum, including social studies, arts education, foreign language, language arts, and science. The guide has four main sections: (1) Definition; (2) Goals; (3) Implementation; and (4) Self-Assessment. Three appendices provide: (1) sugested topics for study; (2) examples of global/international themes for various grade levels; and (3) goals of global/multilingual/multicultural education. A 13-item bibliography is included. (DB)

ED 344 836 SO 030 252

Fisher, Michelle B.
A Pilot Study on the Extent to Which a Standardized Subject-Matter Test Assesses Critical Thinking Abilities. Critical Thinking Reports Number 5.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Critical Thinking; *Educational Research; High Schools; Social Studies; *Standardized Tests; Testing; Test Interpretation; *Test Reviews; Thinking Skills
IDENTIFIERS- *Sequential Tests of Educational Progress

This document is a pilot study designed to examine the extent to which currently-used subject-matter standardized tests already test for critical thinking in order to determine if there is a need for the construction of new tests. The study also is intended to be a step toward devising a reliable procedure and scoring key that will enable future analyses of both subject-specific and general knowledge tests. The social studies subtest of the Sequential Tests of Educational Progress was examined and scored based on the number of critical thinking abilities that were tested for by each item. It was found that two-thirds of the test questions did not test for a single critical thinking ability, and that the remaining portion of the test only reached five of the twelve identified critical thinking abilities. A list of references and two appendices are included. (DB)

ED 344 837 SP 033 308

Hammrich, Penny L.; And Others
Schema Differences among Expert and Novice Teachers in Reflection

characteristics to individuals or to groups of minority students. The paper examines four assertions in critical revisioning as they apply to the constructs of cognitive style and learning style: (1) styles are reified constructs best understood as patterned dynamics of interaction with parents, teachers, and learning situations, not as static characteristics ascribable to learners themselves; (2) the application of styles research must be grounded in a critical understanding of authenticated principles of human learning and development as well as of the school culture; (3) practitioners must draw upon specific decontextualized knowledge about culturally and ethnically linked styles and relate this knowledge to the practitioner's evolving understanding; and (4) the legitimate application of style constructs is particularly concerned with the creation of conditions that maximize communication between teachers and students across all lines drawn by poverty, racism, powerlessness, and underpreparedness. (SM)

ED 344 855 SP 033 714

Zeichner, Kenneth M.
Educational and Social Commitments in Reflective Teacher Education Programs.
PUB DATE- Nov 90
NOTE- 10p.; In: Proceedings of the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (4th, Milwaukee, WI, November 9-11, 1990); see SP 033 711.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Consciousness Raising; *Critical Thinking; Educational Change; Elementary Education; Higher Education; Preservice Teacher Education; *Social Change; Social Influences; *Teacher Attitudes; *Teacher Education Curriculum; Teacher Improvement
IDENTIFIERS- *Reflective Teaching; *University of Wisconsin Madison

The paper argues that it is not wise to encourage reflective teaching in general without first establishing clear priorities for the reflection that emerges out of a reasoned educational and social philosophy. It does not accept the implication that exists throughout much of the literature that teachers' actions are necessarily better merely because they are more deliberate and intentional. It recommends that people in the field of education ask themselves and others more questions about the nature and purpose of teacher reflection as a goal, suggesting a move beyond the current view of reflective teaching as a distinct programmatic emphasis. After describing the conceptions of reflective teaching practice, the paper discusses a social reconstructionist conception of reflective practice developed in the teacher education program at the University of Wisconsin-Madison. The key elements of this approach are: (1) the teachers' attention is focused both inwardly at their own practice and outwardly at the social conditions in which the practices are situated; (2) the teachers' deliberations are focused upon substantive issues that raise instances of inequality and injustice within schooling and society for close scrutiny; and (3) the teacher is committed to reflection as a social practice. (Contains 29 references) (SM) with the most current research-based information available concerning alcohol and drug abuse prevention education. It also provides model lessons, written by Oregon teachers, to infuse into current programs. The document is organized into four sections. The first, an introduction, defines curriculum infusion; describes 10 content and skill areas essential to a K-12 alcohol and drug abuse prevention program; presents notes to the teacher on using the curriculum ideabook; and includes a sample lesson. Special needs students, who may be at greater risk of pressure to use drugs are discussed and provision is offered to fulfill the curriculum requirements for this population utilizing modified content, testing methods, instructional methods, materials, and pacing. The second section examines program planning, implementation, and evaluation. Section three divides students into grade levels K-1, 2-3, 4-5, 6-8, 9-12, provides an introduction to each level, and includes matrices describing content and subject infusion as well as lesson plans, all designated by grade level. The final section lists teacher resources. (LL)

ED 344 875 SP 033 779

Buchmann, Margret; Floden, Robert E.
Coherence, the Rebel Angel. Occasional Paper No. 139.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Coherence; *Connected Discourse; *Discovery Processes; *Educational Philosophy; Elementary Secondary Education; Higher Education; *Reliability; *Teacher Education Programs; Teacher Student Relationship; Thinking Skills
IDENTIFIERS- *Difference (Concept)

When working against fragmentation in education, coherence must not be confused with consistency. While consistency implies logical relations and the absence of contradictions, coherence allows for many kinds of connectedness, including associations of ideas and feelings, intimations of resemblance, conflicts and tensions, and imaginative leaps. Coherence--but not consistency--is hospitable to change and imagination, while true to the many sides of concepts and experiences. Educational coherence is found where students and teachers can discover and establish relations among various areas of sensibility, knowledge, and skill, yet where loose ends remain, inviting a reweaving of beliefs and ties to the unknown. (Author)

ED 344 876 SP 033 781

Russell, Jill F.; And Others
The Relationships between School Personnel Attitudes about At Risk Students, the At Riskness of the Student Population, and Effort Expended for At Risk Students.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Phi Delta Kappa, Bloomington, Ind.
PUB DATE- Dec 91
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Analysis of Variance;

list of references. (SLD)

ED 344 895 TM 018 174

Thompson, Bruce
Exploring the Replicability of a Study's Results: Bootstrap Statistics for the Multivariate Case.
PUB DATE- 8 Apr 92
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Analysis of Variance; Correlation; Discriminant Analysis; *Multivariate Analysis; Regression (Statistics); *Research Methodology; Sampling; *Statistical Significance
IDENTIFIERS- *Bootstrap Methods; Empirical Research; Linear Models; *Research Replication; T Test

Conventional statistical significance tests do not inform the researcher regarding the likelihood that results will replicate. One strategy for evaluating result replication is to use a "bootstrap" resampling of a study's data so that the stability of results across numerous configurations of the subjects can be explored. This paper illustrates the use of the bootstrap in a canonical correlation analysis. Canonical correlation analysis is the most general case of classical general linear model analyses, subsuming other univariate and multivariate parametric method (e.g., t-tests, analysis of variance, analysis of covariance, regression, multivariate analysis of variance, and discriminant analysis) as special cases. A sample of 50 out of 301 subjects from a study by K. J. Holzinger and F. Swineford (1939) is used. Since bootstrap analyses capitalize during resampling on the commonalities inherent in a given sample, they yield somewhat inflated evaluations of replicability. However, inflated empirical evaluations of replicability are often superior to a mere presumption of replicability. Ten tables and one figure present details of the analysis. A 63-item list of references and an appendix listing the 50 analysis cases are included. (Author/SLD)

ED 344 896 TM 018 178

Schumacker, Randall E.
Factors Affecting Regression-Discontinuity.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Computer Simulation; Control Groups; *Cutting Scores; Error of Measurement; Experimental Groups; Mathematical Models; *Outcomes of Treatment; Program Effectiveness; *Program Evaluation; Regression (Statistics); *Research Design; Statistical Significance; Test Reliability
IDENTIFIERS- *Null Hypothesis; *Regression Discontinuity Model

The regression-discontinuity approach to evaluating educational programs is reviewed, and regression-discontinuity post-program

ED 344 914 TM 018 244

Taylor, Dianne L.; And Others
A Typology of School Climates Based on Teacher Participation: A Q-Technique Study with School as the Analytic Unit.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Cluster Analysis; *Educational Environment; Educational Policy; *Elementary School Teachers; Elementary Secondary Education; Factor Analysis; *Participative Decision Making; Public Schools; *Q Methodology; *Secondary School Teachers; *Teacher Participation; Urban Schools

Approximately 600 teachers in 32 public elementary schools and secondary schools from 1 urban southeastern school district participated in a study conducted to identify prototypes of school climate concerning decisional participation cultures. A 19-item decisional participation measure was used, and the median score of the teachers at each school was computed on each item. A Q-technique factor analysis was conducted to isolate the prototypes. Three school prototypes were identified. The first cluster of schools might be characterized as involving climates that were student-interactions-targeted. The second cluster involved school climates that were policy-focused. The third cluster involved climates that focused on instructional-formalities. Related variations in participation patterns were also analyzed. Three tables, 4 figures, an appendix of schools sorted into groups, and 32 references are included. (Author/SLD)

ED 344 915 TM 018 245

Mengel, Bill E.; Schorr, Larry L.
Developing Item Bank Based Achievement Tests and Curriculum-Based Measures: Lessons Learned Enroute.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Achievement Tests; Compensatory Education; *Educational Assessment; Elementary Secondary Education; *Item Banks; Multiple Choice Tests; National Norms; Norm Referenced Tests; Portfolios (Background Materials); Public Schools; *School Districts; State Programs; *Test Construction; Testing Programs; Writing Evaluation
IDENTIFIERS- *Colorado Springs Public Schools CO; *Curriculum Based Assessment; Education Consolidation Improvement Act Chapter 1; Mandated Tests; Performance Based Evaluation; Rasch Model

The experience of the Colorado Springs (Colorado) Public Schools (CSPS) in using different assessment forms for different purposes is detailed. A small niche is reserved for national norm-referenced testing to fill the state achievement testing mandate and for Chapter 1 accountability. A second, and larger, part of the assessment program will be in the performance area. At the present, the CSPS district is beginning to develop

Assisted Instruction; *Curriculum Development; Distance Education; Educational Media; *Educational Objectives; Educational Planning; Elementary Secondary Education; Employment Opportunities; French; German; Guidelines; Language Proficiency; Language Skills; Latin; Multimedia Instruction; Program Descriptions; Second Language Learning; *Second Language Programs; Spanish; *State Programs; Teaching Methods
IDENTIFIERS- *Communicative Approach; *Michigan

This handbook on elementary-secondary foreign language education goals and objectives serves as a framework on which a comprehensive curriculum for Michigan schools can be built. It includes a discussion of the most significant components of current foreign language methodology and is designed to assist local school districts in goal setting and curriculum writing. The guidelines do not advocate any one methodology, but emphasize a communicative approach to teaching modern languages. Contents discuss the following topics: (1) the context, climate, and clientele of foreign language instruction; (2) curriculum development and program descriptions; (3) foreign language instruction (e.g., American Council on the Teaching of Foreign Languages proficiency guidelines, communicative functions); (4) scope and sequence (French, German, Spanish, Latin); (5) classroom assessment and evaluation: language and culture; (6) instructional media (basic classroom equipment, basic school/system equipment, ancillary language-learning technology, computer-assisted instruction, distance learning and interactive video, video correspondence: video/electronic letter, and copyright considerations; and (7) foreign languages and careers. A selected bibliography of 45 references concludes the handbook. (LB)

ED 344 472 FL 020 306

Sutherland, Janet; Lide, Francis
The Japanese as Linguists: Translingual and Intercultural Communication in a Japanese Computer-Assembly Plant in Germany.
PUB DATE- Apr 91
NOTE- 10p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communicative Competence (Languages); Cultural Context; Cultural Differences; *English (Second Language); Foreign Countries; German; *Intercultural Communication; Interpersonal Competence; *Language Dominance; *Second Language Learning; *Work Environment
IDENTIFIERS- Germany; Japanese People

Field research conducted at a Japanese computer-assembly plant in Germany is reported, and aspects of translingual and intercultural communication between two American competitors, the Japanese and the Germans, are examined. Translingual communication is defined as any language-based communication and information transfer between native speakers of different languages. In the plant studied, there was a strong territorial presumption for the use of German in all situations, but English was declared by the Japanese company to be the house language and was used for signs, facility tours, product labeling, technical manuals, and computer keyboard configuration. Cultural differences centered around open versus

ED 344 494 FL 020 360

Maulson, Hannah; And Others
Chippewa Syllable Book. Reading and Writing Practice for Speakers of the Chippewa (Ojibwe) Language in Wisconsin.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Dec 74
NOTE- 44p.; Prepared by the Chippewa Language Team of the Wisconsin Native American Languages Project. Second Printing.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *American Indians; Consonants; *Ojibwa; Reading Instruction; *Second Language Learning; Structural Linguistics; *Syllables; Uncommonly Taught Languages; Unwritten Languages; *Vocabulary; Vowels; Writing Instruction; *Written Language
IDENTIFIERS- Wisconsin

This guide is intended for speakers of the Chippewa (Ojibwa) language who read and write in English but would like to develop their reading and writing skills in Chippewa. The writing system used is one developed by Charles Fiero and is only one of many possible standardized writing systems for Chippewa. It was selected by the Chippewa Language Team of the Wisconsin American Languages Project as being the most workable. Vowels, consonants, and syllables are presented by key words and are glossed in English. Some illustrations are included. The lessons are followed by writing exercises. Answers to the writing exercises are included. The text concludes with a reference syllable chart. (LB)

ED 344 495 FL 020 374

Strasheim, Lorraine A. Ed.; And Others
Focus on the Foreign Language Learner: Priorities and Strategies. Selected Papers from the Central States Conference on the Teaching of Foreign Language (23rd, Indianapolis, Indiana, March 21-24, 1991).
PUB DATE- 91
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Child Development; *Classroom Techniques; *Communication Apprehension; Cooperative Learning; Elementary Education; Elementary Secondary Education; FLES; Guidelines; Higher Education; Language Tests; Learning Strategies; Longitudinal Studies; Outcomes of Education; *Second Language Instruction; *Second Language Learning; Small Group Instruction; Student Evaluation; *Student Participation; *Uncommonly Taught Languages; Videotape Recordings
IDENTIFIERS- Authentic Materials

Eight selected papers from a conference on the teaching of foreign languages cover three main topics: learner-centered priorities; learner-directed strategies; and planning strategies. After an introduction by Lorraine A. Strasheim on learners and learning outcomes, the papers and authors are as follows: "The Developing Child: What Every FLES Teacher Needs to Know" (David B. Heining-Boynton); "Toward a More Thorough Understanding of Foreign Language Anxiety" (Christine M. Campbell and Jose A. Ortiz); "Prioritizing Student Learning: A Guide for Teachers" (Martha Nyikos); "Involve Me and I'll Learn: Active Participation Strategies for Foreign Language

EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Admission (School); College Faculty; College Housing; College Libraries; College Transfer Students; Degrees (Academic); Enrollment; Enrollment Trends; *Higher Education; Library Expenditures; *Statistical Data; Student Costs; Student Financial Aid
IDENTIFIERS- *North Carolina

This document presents statistical data for higher education in North Carolina for the 1991-92 academic year. The data were obtained from forms mailed to individual institutions. The tables are grouped under 11 headings the first of which is enrollment. This section presents data on headcount by institution, class, level of instruction, sex, age distribution, transfers, in-state and out-of-state status, home county, summer school, foreign students, racial composition, and extension credit enrollment. A section on enrollment trends offers information on percentage change by institution, residence status, percentages of out-of-state enrollment, level of instruction, and county and state of origin. A section on undergraduate transfers shows information by type of institution. The section on degrees conferred lists data by field of study, institution, level of degree, sector, race, and sex. Faculty data covers academic rank, sex, and highest degree held. Data on library resources include resources and operating expenditures. Costs to students data includes undergraduate tuition and fees by institution, required fees, costs in first professional degree programs, and costs to graduate students. Twelve tables cover aspects of admissions. Student financial aid data includes student employment and financial aid services. Student housing data covers capacity and utilization. Fifteen figures are also included. Appendixes offer information on data sources, term definitions, discipline categories, and definitions. (JB)

ED 344 515 HE 025 422

Annual Status Report on Higher Education in Texas. January 1992.
PUB DATE- Jan 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Faculty; College Libraries; College Students; Degrees (Academic); Educational Facilities; Educational Finance; Enrollment; Enrollment Trends; *Higher Education; Minority Groups; Research Projects; Statistical Data; Student Costs; Student Financial Aid
IDENTIFIERS- Pipelines; *Texas

This report presents a "snapshot" of higher education trends in Texas in 1990-91. An opening letter notes that the state is currently coping with record enrollments, greater competition for state dollars, and the impact of these issues on educational quality. A section on students looks at enrollment, minority enrollment, financial aid and the Texas Academic Skills Program. A section on faculty presents information on English-language proficiency, part-time faculty, teaching load, and salaries. A section on programs lists degrees awarded in areas of critical need: retraining programs for math and science teachers, allied health care, nursing, teacher education, international education and work force training. A section on the educational pipeline from kindergarten through graduate school documents a decline in minority enrollment

EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *College Outcomes Assessment; *Educational Assessment; *Educational Quality; Evaluation Needs; Excellence in Education; Government Role; Higher Education; *Intellectual Development; *Quality Control; *School Effectiveness

Government pressures for universities to demonstrate greater efficiency while maintaining the quality of their activities have resulted in a range of performance indicators being adopted. However, questions of quality in teaching, learning, and research are hardly addressed by these indicators. Instead, more tangible measures of input and output predominate. The quality of learning arising from the experience of higher education is rarely considered, although any valid measure of a university's performance must take account of the intellectual development of its students. A combination of qualitative and quantitative evaluations is necessary to the process of monitoring standards and performance in higher education. Contains 16 references. (Author)

ED 344 535 HE 025 449

Moseley, Merritt, Ed.
Asheville Institute on General Education (Asheville, North Carolina, June 7-12, 1991). Proceedings.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Freedom; Conference Proceedings; Cultural Influences; *Educational Change; *Educational Improvement; *General Education; *Higher Education; *Mathematics Education; Resistance to Change; *Science Education; Speeches; Workshops; World History

This proceedings report presents the speeches and panel discussions given at an annual meeting held at the University of North Carolina; Asheville, that focused on improving general education at American colleges in two broad areas: history and culture, and mathematics and science. The report begins with lists of speakers, consultants, and participants and continues with selected excerpts from addresses, panel discussions, and workshop presentations. Briefly discussed are some issues of general education reform suggested by the faculty teams' post-conference reports on the impact of their work at Asheville. The report concludes with a 67-item bibliography. Speeches presented are as follows: "The Theory and Practice of Science: The Place of Science in General Education" (Robert Pollack); "'But 'twill serve'' (James Redfield); "Disciplinary Culture and General Education: What Can We Learn From Our Learners" (Sheila Tobias); "Predictors of Success in General Education" (Alexander S. Astin); "On Science and General Education" (Ezra Shahn); "General Education in History and Culture: Overview of Practices" (Carol G. Schneider); "The Purposes of General Education and Implications for Pedagogy" (Virginia Smith); "The Ecology of General Education" (Patrick J. Hill); "What They Took and What They Learned: Learning from Assessment and Transcript Analysis" (James L. Ratcliff); and "The Realpolitik of Reforming General Education" (Zelda F. Gamson). (GLR)

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project;
*Chadron State College NE

This project proposal describes a pilot project, "Regional Course Sharing Through Technology," at Chadron State College, Nebraska, which utilizes telecommunications to enable small, rural schools to share teaching staff among several schools. Away from the highly populated urban areas of Nebraska, most school districts are widely scattered and serve small communities under economic strain in recent decades. Recently upgraded educational accreditation standards have put an additional stress on these schools. The project will use electronic linkups which enable schools to share instructors and students to communicate with one another and to have access to resources beyond their schools. The technology involves ordinary dial-up telephone lines along with other off-the-shelf hardware and software to deliver two-way audio, compressed video, and hard copy material. Extensive inservice opportunities for teachers are also part of the project. Evaluation will plot changes in student and teacher attitudes toward computer enhanced course delivery, measure achievements of students using this system and compare total costs and per student costs of the system with the costs of the traditional classroom system. (JB)

ED 344 553 HE 025 468

Rodriguez, Louis J.
President's Excellence Club 1985-1989.
PUB DATE- 89
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clubs; Donors; Financial Needs; Financial Support; *Fund Raising; Higher Education; Income; Models; Private Financial Support; Program Descriptions; *State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Midwestern State University TX; Presidents Excellence Club TX

This report describes a program, the "President's Excellence Club," used at Midwestern State University in Texas to raise "unrestricted" funds for faculty and student development and special university projects. Though non-state support designated for specific purposes makes up a substantial part of the school budget, there is also a need for "unrestricted" funds. Invitations to join the President's Excellence Club are extended by the Chairman of the Excellence Club Advisory Board on Behalf of the Board of Regents. A brochure containing information on the Club is included in each invitation. Membership is open to all alumni and friends of the University who are willing to make unrestricted gifts of $1,000 or more. Memberships are for one year. All gifts are tax deductible and can be in the form of securities and or property. Corporate matching gifts are also encouraged. All members are presented with attractive, personalized plaques which can be displayed. Renewing members receive special "date bars" to indicate continuing membership. Members also receive a periodic newsletter and invitation to attend special functions. The cost of the effort does not exceed $1,000 annually. The first year's effort in 1985 raised $27,500 while the fifth year drive in

Public Schools as well as Gregory J. Liptak, Nancy Carson, Gary Vance, William F. Werwaiss, and Inabeth Miller. Also included are communications to Amanda Broun of the Education Counsel of the U.S. Committee on Labor and Human Resources and Smith L. Holt and Malcolm V. Phelps of Oklahoma State University. These letters are accompanied by materials describing an advanced placement course in American Government offered by Oklahoma State University. (DB)

ED 344 571 IR 015 501

Brigham, David E.
Increasing Student Access to Advanced Courses: Effectiveness, Cost, and Feasibility Analysis of Audiographics and TI-IN Network.
PUB DATE- Dec 91
NOTE- 42p.; Prepared for the Otselic Valley Central School District, NY.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acceleration (Education); Access to Education; *Advanced Courses; College English; College Mathematics; Comparative Analysis; *Cost Effectiveness; Delivery Systems; *Distance Education; *Educational Television; Evaluation Criteria; Higher Education; High Schools; High School Students; *Instructional Effectiveness; Interviews
IDENTIFIERS- *Audiographics; Boards of Cooperative Educational Services

Designed to aid decision makers at the Otselic Valley Central School (New York) in selecting the most cost-effective way of providing advanced courses to high school students, this study sought to identify the consequences of choosing a particular alternative so that better decisions could be made. This was done by comparing the cost and effectiveness of the course delivery system currently used to deliver instruction in college level calculus and English--i.e., audiographics (the Telelearning Project)--to a competing alternative--i.e., educational television (the TI-IN Network). Data were collected in a series of interviews with Otselic Valley students, teachers, administrators, and staff, and cost information was obtained from the district business office, Instructional Support Services at the Delaware-Chenango BOCES, and educational consultants associated with delivery system vendors. The audiographics system is a system linking students at multiple sites to an instructor using telephone lines, computers, speaker phones, and a fax machine, while the TI-IN Network is a commercial provider of educational television programs that are broadcast live and received by remote classrooms via satellite or cable. Analyses of the data indicate that, while audiographics has an apparent cost advantage over the delivery of courses via TI-IN, TI-IN has certain advantages in effectiveness over audiographics. Appended materials contain the calculations used to determine the costs to the Otselic Valley Central School District of up to four courses per year, per course, and per student for both audiographics courses and TI-IN courses via cable or via satellite. (DB)

ED 344 572 IR 015 512

ED 344 590 IR 053 962

Savage, Daniel A.
Bibliography on Academic and/or Faculty Status for Librarians.
PUB DATE- 27 Jan 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; *Academic Rank (Professional); *Faculty Promotion; Higher Education; *Librarians; Tenure; Tenured Faculty
IDENTIFIERS- *Faculty Status

This bibliography lists 130 journal articles, reports, and monographs that discuss academic and/or faculty status for librarians in colleges and universities. Published between 1953 and 1991, individual items include faculty status guidelines and standards as well as information on appointments, tenure, and promotion. Some ERIC documents are included. (MAB)

ED 344 591 IR 053 963

California Librarians Black Caucus/UCLA Mentor Program Handbook.
PUB DATE- 91
NOTE- 30p.; For a manual for the REFORMA/UCLA Mentor Program, see ED 333 891.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; Ethnic Groups; Guidelines; Higher Education; Information Scientists; *Librarians; *Library Schools; *Mentors; *Program Design; Program Development; Student Recruitment
IDENTIFIERS- University of California Los Angeles

This handbook for the Mentor Program of the California Librarians Black Caucus (CLBC) and the University of California Los Angeles (UCLA) Graduate School of Library and Information Science (GSLIS) begins by stating that the purpose of the program is to increase the number of African American librarians and other information professionals in California. The first two of five chapters in the manual present the program's goals and objectives. The third chapter presents guidelines designed to provide direction for establishing and maintaining a mentor program, and the fourth focuses on the operating structure, i.e., the advisory committee, program administration, participant recruitment, mentor training workshops, pairing of mentors and proteges, and monitoring and evaluating the program. The fifth chapter focuses on the mentor/protege relationship, including the various roles that the mentor must assume; expectations about the protege; building the relationship; the roles and responsibilities of the protege; and maintaining the relationship. A summary of the program concludes the handbook. (10 references) (MAB)

ED 344 592 IR 053 964

Cardullo, Pamela; Neuman, Michael
Catalogue of Projects in Electronic Text. User's Guide.
PUB DATE- Nov 91
NOTE- 33p.

PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Electronic Equipment; Feasibility Studies; Federal Government; *Information Dissemination; *Information Networks; Information Systems; Information Technology; *Information Transfer; Modems; Public Agencies; *Telecommunications
IDENTIFIERS- *National Archives DC

This paper reviews the incompatibilities among federal government electronic records and explores the potential use of electronic file transfer in the National Archives. It begins by explaining the procedures of the current Center for Electronic Records (NNX) for dealing with accessioning, preservation, and reference tapes. The advantages and disadvantages of existing methods for electronic file transfer are then described, including the use of modems, dedicated lines, the Integrated Services Digital Network (ISDN), local area networks (LANs), and internetworking. The paper concludes with several recommendations: (1) that study of the methods and developments in file transfer technology be continued; (2) that current accessioning and reference procedures be improved with the help of the Data General minicomputer; (3) that the title list and other general finding aids be placed on an electronic bulletin board or on diskette to enable researchers to log on for general information; and (4) that the system for the destruction or return of agency tapes be improved. Three figures illustrating modem operation, star topology, and bridge and gateway linkups are attached. (MAB)

ED 344 611 IR 054 025

Curlee, Faye S.
Professional Periodicals Read by Elementary School Library Media Specialists.
PUB DATE- 92
NOTE- 79p.; Specialist in Education Thesis, Georgia State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Analysis of Variance; Elementary Education; Elementary Schools; Learning Resources Centers; *Librarians; *Media Specialists; *Periodicals; *Reading Habits; *Reading Materials; Surveys

The purpose of this study was to determine what professional periodicals and their contents were being read by elementary school library media specialists. The relationship of professional status to the number of professional periodicals read was also examined. Of 140 school library media specialists surveyed, 111 responded to the questionnaire. It was found that "School Library Journal," "Media & Methods," "Instructor," and "Mailbox (Primary)" were read (either cover to cover, in specific sections, or browsed) by over 57% of respondents. More than 70% of the respondents have never read seven of the nine professional technology-related periodicals listed on the questionnaire. Reviews and the table of contents were sections of journals read by over 90% of the respondents while job classifications were read by only 40.5%. Using analysis of variance, no significance was found between the number of professional periodicals read and professional status. It is concluded that periodicals offering reviews for selection and articles concerning curriculum were read most often by

ED 344 628 JC 920 194

Hovis, Phil; And Others
Review of Nebraska Technical Community College System: History, Financing and Services.
PUB DATE- Nov 90
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- College Role; Community Colleges; *Educational Development; *Educational Finance; *Educational History; Educational Legislation; *Financial Support; *Institutional Characteristics; Institutional Mission; *State Standards; Tables (Data); Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Nebraska Technical Community Colleges

The history, financing, and services of Nebraska's technical community college system are reviewed in this six-part report. Section I traces the history of the system, covering general background, two-year junior colleges, state vocational/technical colleges, the area system of vocational/technical schools, and the creation of technical community college areas. This section also provides a dateline of the system's statutory history. In section II the evolution of the state and local financing of Nebraska's community colleges is described. Section III discusses technical community college programs and services, covering the colleges' instructional role and mission (for general academic and vocational/technical instruction, as well as avocational/recreational instruction), special programs, future instructional role and mission, partnerships between community colleges and companies, and constituencies served. The recent funding history of the college system, including property tax revenue, state aid, and tuition and fees, is presented in section IV, while section V offers some national perspectives on college funding. Finally, section VI discusses the elimination of technical community college area property tax authority. (JMC)

ED 344 629 JC 920 195

Franklin, Homer D.; And Others
Faculty Leadership: A Dynamic, Potent Force for Comprehensive Institutional Development.
PUB DATE- Jul 91
NOTE- 14p.; Paper presented at "Leadership 2000," the Annual Conference on Leadership Development of the League for Innovation in the Community Colleges (3rd, Chicago, IL, July 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Planning; Community Colleges; *Faculty College Relationship; Faculty Development; *Leadership; Leadership Qualities; *Leadership Styles; *Participative Decision Making; Two Year Colleges

Responding to the crisis in leadership at community colleges, scholars and practitioners alike have called for a new style of leadership capable of adapting and responding easily to an uncertain political and social climate. Although community colleges are rooted historically in a hierarchical leadership essential to such a program. Examples of several successful programs and a bibliography are included. (JSP)

ED 344 645 JC 920 217

Lever, Judy C.
The Development of a Model Faculty Training Program To Promote the Integration of Technology into the Curriculum.
PUB DATE- 92
NOTE- 179p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; Computer Literacy; *Computer Uses in Education; *Curriculum Development; *Faculty Development; *Inservice Teacher Education; Models; Practicums; *Professional Training; Questionnaires; Self Evaluation (Groups); Technological Advancement; *Technological Literacy; Two Year Colleges; Workshops

In 1992, a practicum was undertaken to identify and implement a series of technology training strategies, providing faculty with the ability to improve the integration of technology into the curriculum. The setting was a multi-campus, two-year, state-supported community college with five campuses and numerous outreach centers. Objectives included the following: (1) an increase in faculty computer literacy; (2) an increase in the awareness of technology applications; (3) an increase in the utilization of technology; and (4) the creation of a replicable training model. The training program was undertaken and evaluated in two diverse training environments. Achievement of training objectives was measured through post-training self-assessment. The assessment instrument was mailed to approximately 60 faculty members who had participated in at least one technology workshop. Of these, 28 responded. Results indicated that objectives one, two, and four were clearly met and that objective three was apparently met, although this was not as clearly evidenced and supported as were the other three. During the implementation phase, a number of individual, group, and campus training strategies were selected and tested in both environments. Faculty needs were assessed, and appropriate strategies were implemented in response to them. For both environments, literacy, awareness, and utilization increased as a result of the program. Overall, the identified and implemented strategies formed the basis of a sound model training program for technology integration. The bulk of the report consists of 17 appendixes containing materials utilized at all stages of the practicum, including an instructional technology 5-year plan, needs assessment forms, curriculum materials, and evaluation instruments. Includes 13 references. (JMC)

ED 344 646 JC 920 218

External Funding for Community College Courses and Programs. Report and Recommendations of the Florida Postsecondary Education Planning Commission. Report 3.
PUB DATE- Feb 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Vocational Education; *College Programs;

For each domain, the report explains the normal changes that occur from infancy to preschool, during elementary grades, and during adolescence. The section on affective development includes an overview of Eric Erickson's (1950) theory of the stages of psychosocial development and a discussion of student stress. The section on social development includes a list of attributes associated with popularity, a chart showing R. L. Selman's (1980) stages of social development, and a discussion of peer influence. The section on moral development provides an introduction to L. Kohlberg's theories, an overview of L. Nucci's theory of developmental changes in perceptions of social conventions, and a discussion of the formation of stereotypes. Next, guidelines for teaching social skills by role modeling and mediating, by directly or indirectly providing instruction, and by facilitating experiential learning, are provided. Concluding comments underscore the important role of schools in developing children as social beings. A 98-item bibliography is attached. (AC)

ED 344 663 PS 020 260

Ready To Learn: A Mandate for the Nation.
PUB DATE- 90
NOTE- 173p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Childrens Television; Day Care; *Early Childhood Education; *Educational Improvement; Employer Employee Relationship; Family Environment; Intergenerational Programs; Kindergarten; Language Acquisition; Learning Readiness; National Surveys; Neighborhoods; *Parent Child Relationship; Parent Education; Parents as Teachers; Preschool Education; Preschool Teachers; *School Readiness; Television Viewing; Young Children
IDENTIFIERS- *America 2000; *National Education Goals 1990; Parent Empowerment

The Carnegie Foundation for the Advancement of Teaching has proposed a 10-year campaign to enable the country to meet the national education goal of having every child start school ready to learn. The campaign has a 7-step agenda. First, every child must have a healthy birth, and be well-nourished and well-protected in the early years of life. The second step involves parent education and empowerment. Parents must provide their children with a secure environment that encourages language development. Third, high quality preschool programs that provide good care and address all dimensions of school readiness must be available. Fourth, workplace policies must be flexible in meeting families' needs, supplying child care services, and giving parents time with their young children. The fifth step involves the development of educational and enriching television programming. The sixth step calls for neighborhoods to provide children with safe places for play and learning. Finally, intergenerational programs that give children a sense of security and continuity must be implemented. Recommendations related to each of the seven steps are offered. Appendixes include the results of a 1991 survey of kindergarten teachers and technical notes concerning the survey. (BC)

ED 344 664 PS 020 359

*Elementary Secondary Education Act; *Ohio; Parent Advisory Councils

This 26th annual report summarizes recent activities in Ohio that were provided by Chapter 1 of the Elementary and Secondary Education Act. Chapter 1 authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. Initial discussion explains the Chapter 1 services provided by Ohio's public school districts and gives a statistical overview of the program for 1987-1991. More detailed information is given on: (1) statistics for fiscal 1991; (2) participation trends; (3) instructional areas, including the impact of reading and mathematics instruction; (4) expenditure patterns; (5) staff positions; (6) in-service education; (7) parent involvement and Parent Advisory Councils; and (8) a summary of successes. Additional information on special programs covers migrant children, children with disabilities, and neglected or delinquent children. The statistics show that the program helps children become successful learners and that its supplemental services have a beneficial impact. Thirty-four tables supplement the text. (LB)

ED 344 681 PS 020 496

Robinson, Eugena L.

Developing Mathematical Thinking Skills in Pre-School Children through a Programme of Free Constructive Play.

PUB DATE- Dec 91

NOTE- 177p.; M.S. Practicum, Nova University. Photographs will not reproduce well.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Cognitive Development; Foreign Countries; Inservice Teacher Education; Mathematics Instruction; *Mathematics Skills; *Parent Participation; Parents as Teachers; Parent Workshops; Play; *Preschool Children; Preschool Education; Preschool Teachers; Sex Differences; Sex Role; Teacher Made Tests; Teacher Role; Teacher Workshops; *Thinking Skills

IDENTIFIERS- *Constructive Play; Jamaica

The primary goal of this practicum was to improve the mathematical thinking skills of preschool students in a class of 30. The practicum was also intended to help the teacher improve her skills as organizer and facilitator. Additional objectives were that: (1) students would score at least 50 percent on teacher-made tasks; (2) there would be no difference in scores of boys and girls on tasks designed by the teacher; (3) students' scores on an observable behavior checklist would increase; and (4) the teacher's performance in organizing and supervising students at play would improve. Activities included a 12-week program of free constructive play, training and supervision of the teacher, a parent workshop on fostering the development of children's mathematical skills at home, and the designing and pilot testing of a students' mathematics activity book. A mathematical thinking skills test that was designed by the teacher was given to target group students and students from a nonintervention control group before and after implementation of the program. The target group's scores improved by 40 percent, while the control group's scores improved by 18 percent. Data were collected by means of observations of the students and teacher of the target group. Results showed significant improvement. All objectives of the practicum were met. Appended are 30 references and related materials. (GLR)

PUB DATE- Feb 91
NOTE- 116p.; Developed for the Risk Management Subcommittee, Committee to Coordinate Environmental Health and Related Programs, U.S. Department of Health and Human Services.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Children; Financial Support; Health Care Costs; *Health Programs; Infant Mortality; *Lead Poisoning; Prenatal Influences; *Prevention; *Program Development; *Public Health; Research Needs
IDENTIFIERS- Paint

This document describes an agenda for the first 5 years of a comprehensive effort to eliminate childhood lead poisoning. In 1984, between 3 and 4 million children were estimated to have blood lead levels high enough to adversely affect intelligence and behavior. Lead in the home environment, especially lead-based paint, is the major source of lead poisoning. Benefits of preventing lead exposure include reduced medical and special education costs, increased productivity, and reduced infant mortality. The strategy for eliminating lead poisoning involves: (1) increasing the number of activities that lead to the prevention of childhood lead poisoning and the funding of such activities; (2) increasing the abatement of the use of lead-based paint in housing; (3) reducing children's exposure to lead in the environment; and (4) establishing national surveillance of children with elevated blood lead levels. Funds that would be needed to implement the strategy are described and recommendations for implementing the strategy are offered. Also discussed are research activities that would complement the strategy. Eight references are cited. Appendixes include: (1) an account of the effects of lead exposure on children and fetuses; (2) a description of the benefits and costs of preventing lead exposure; (3) a history of childhood lead poisoning prevention programs; (4) a list of organizations that promote awareness of lead poisoning; and (5) guidelines for the development of lead abatement programs. (BC)

ED 344 701 PS 020 538

Council on Early Childhood Development. Final Report.
PUB DATE- Jun 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advisory Committees; *Agency Cooperation; *Child Development; Child Health; Day Care; *Early Childhood Education; Early Intervention; Kindergarten; Parent Participation; Preschool Education; Public Schools; School Districts; Social Services; State Boards of Education; *State Programs; Young Children
IDENTIFIERS- *Council on Early Childhood Development MD; Developmentally Appropriate Programs; *Maryland; Partnerships in Education; Project Head Start

This report provides an agenda suggested by the Council on Early Childhood Development to guide the new Interagency Advisory Committee for Early Childhood Development and Education in its efforts to improve the lives of children and families in Maryland. Discussion of the current state of children's services in Maryland is followed by a consideration of projected improvements in those services. Emphasis is placed on expanded public awareness and support, restructured priorities, provide a firm grounding in the basic skills; (2) to develop an understanding of how the world works; (3) to cultivate an appreciation for the arts; and (4) to foster a determination to make a contribution. Another rural educator, Keizer, feels schools should do more than mirror and foreshadow the real world. Rural education should help students to construct meaning out of and in their lives. In terms of curriculum and instruction, rural schools tend to be small-scale, enabling them to be more responsive to students. Research shows a small but consistent advantage of small schools over large schools in terms of achievement when the effect of socioeconomic status is controlled. Although the use of technology is often advocated for rural school improvement, technology as a tool to achieve efficiency may not be so attractive; it may do more to refine the "one best system" model than to help responsive teaching. American school finance typically focuses on efficiency rather than effectiveness. There is a need for better funded schools. Rather than trying ineffectively to provide social services in schools, the aim should be to guarantee that every child will learn in school. (KS)

ED 344 720 RC 018 635

Indian Employment Training and Related Services Demonstration Act of 1991. Joint Hearing on S. 1530 To Authorize the Integration of Employment, Training, and Related Services Provided by Indian Tribes before the Select Committee on Indian Affairs, United States Senate and the Committee on Labor and Human Resources, Subcommittee on Employment and Productivity. One Hundred Second Congress, First Session (July 25, 1991).
PUB DATE- 92
NOTE- 139p.; Portions contain small, semilegible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; *Agency Cooperation; *American Indians; *Coordination; *Employment Programs; *Federal Legislation; *Federal Programs; Hearings; Job Training
IDENTIFIERS- Congress 102nd; Integrated Services

This report documents statements from Senators, agency representatives, and tribal representatives concerning Senate bill S. 1530. The purposes of S. 1530 are to demonstrate how Indian tribal governments can integrate the employment, training and related services they provide in order to improve the effectiveness of those services, reduce joblessness in Indian communities and serve tribally-determined goals consistent with the policy of self-determination. Proponents among the witnesses saw the bill as a means to circumvent the bureaucracy involved in administering programs for Indians. Opponents claimed that the bill is unnecessary. The Department of Education spokesman stated that the America 2000 Excellence in Education Act accomplishes the same goal and is a preferable approach to the problem. Witnesses for the Small Business Administration (SBA) expressed the belief that there are no legal barriers to the SBA providing its programs to Indians in conjunction with other agencies. Many representatives expressed concern that the bill would eliminate Indian Summer Youth Programs. Others advocated filling federal positions with Indians. The document contains the text of S. 1530 and transcripts of statements made by all those appearing before the committees. The appendix contains prepared statements in their entirety and letters submitted for the record. (KS)

ED 344 721 RC 018 636

Computer Integration Guide: Mathematics, Grades 4-9.
PUB DATE- 90
NOTE- 284p.; Diskettes with the problems are available in either Appleworks or Microsoft Works formats.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Computer Assisted Instruction; *Computer Software Evaluation; *Courseware; Curriculum Development; Elementary School Mathematics; Foreign Countries; Instructional Improvement; Instructional Material Evaluation; *Instructional Materials; Intermediate Grades; *Learning Activities; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Skills; *Problem Solving; Secondary Education; Secondary School Mathematics; Teaching Methods
IDENTIFIERS- Alberta; *Edmonton Public Schools (Canada)

The purpose of this guide is to assist teachers in planning and organizing for the use of computers as part of their everyday mathematics curriculum. Mathematics was chosen as the subject area to demonstrate how students can be taught problem-solving skills and strategies with the computer. However, this computer integration guide provides background information, ideas, specific programs, and sample units that can help teachers from other school subject areas introduce and use computers in their classrooms. This guide includes: (1) planning for instruction, which considers specific methods to integrate the computer into the classroom, the relationships between problem solving and, respectively, the typical mathematics curriculum and specific classroom practices, and elements of effective lesson planning; (2) organizing for instruction, which discusses group strategies, the one-computer classroom, the computer lab, sample computer activities, desirable student interactions, classroom management tips, methods of monitoring student progress, and tools for creative students; (3) integrating problem solving, which investigates Polya's problem solving model, other specific problem solving strategies, and methods to integrate software units, specifically The Super Factory, Appleworks, and Microsoft Works; (4) curriculum software correlation, which juxtaposes specific pupil performance objectives of the Edmonton (Alberta, Canada) Public School Board with particular software routines from a plethora of manufacturers; and (5) appendices that contain software evaluation forms, classroom planning outlines, and classroom activity sheets. (JJK)

ED 344 740 SE 052 388

McDuffie, Thomas E., Jr.
A Framework for the Impact Evaluation of the Carroll County Hands-on Elementary Science Program.
PUB DATE- 91
NOTE- 23p.; Prepared for Hands-on Elementary Science Dissemination Center, Hood College, Frederick, MD.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Evaluation Criteria; Evaluation Methods; *Experiential Learning; Measurement; Outcomes of Education; *Process Education; Science Education; *Skill Development

and "best book" sources; (8) abstracting and indexing services that index relevant journal articles and other literature; (9) journals that often contain articles relevant to science fair projects; (10) representative journal articles; (11) selected materials available in the Science Reading Room pamphlet boxes; (12) addresses and phone numbers of selected competitions; and (13) additional sources of information. (KR)

ED 344 758 SE 052 707

Bowyer, Jane
Scientific and Technological Literacy: Education for Change.
PUB DATE- Jan 90
NOTE- 48p.; Special Study for the World Conference on Education For All (Thailand, March 5-9, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; Budgeting; Career Choice; *Educational Change; Elementary Secondary Education; Females; *Foreign Countries; Learning Strategies; Mathematics Education; Postsecondary Education; Science and Society; Science Education; *Science Instruction; *Scientific Literacy; Teacher Education; Teacher Effectiveness; Technological Advancement
IDENTIFIERS- *Technology Education

The purpose of this paper is to argue that, given the role science and technology play in economic and social development in today's world, scientific and technological literacy must be given priority as an essential component of basic education. This paper begins by presenting some of the dilemmas posed by the role science technology plays in our daily lives. The argument is made that nothing short of revolutionary changes in our present education systems will be necessary to meet these challenges. The development of a community of scientists and the development of a scientific and technologically literate populace need to be the goal of all countries. Broadening the scope of basic education to include scientific and technological literacy is the first step. The background section attempts to provide a context for educational and political leaders to use in making policy. First, science and technology development are briefly defined and discussed, including the interaction between them. Secondly, an attempt is made to clearly and directly answer the question "Why should basic education be broadened to include science and technological literacy?" Finally, the background section of the paper spells out the essential areas of knowledge and skills that are basic and the concepts in these areas that need to be understood and learned by every citizen. The third section of the paper reviews some of the major facts and issues policy makers will find useful in planning for policy reformulation. A country-by-country review of current practices in science, mathematics and technology is followed with a discussion of what planning implementation considerations are necessary in order to include science, mathematics and technology in basic education. A similar review of the major facts and issues addresses teacher training and effective teaching and learning strategies for science, mathematics and technology in the primary school and/or adult education. Finally, issues and a summary of the research literature on women and scientific and technological literacy is presented. In section 4, the major issues involved in scientific and technological literacy (planning, prioritizing, and financing) are considered. The paper concludes with a challenge to the major issues involved

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Concept Formation; Curriculum Development; Curriculum Enrichment; Data Collection; Discovery Learning; *Elementary School Mathematics; Enrichment Activities; Geometry; Grade 3; *Learning Activities; Manipulative Materials; Mathematical Concepts; *Mathematical Enrichment; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Number Concepts; Pattern Recognition; Primary Education; *Spatial Ability; Teaching Guides; Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Number Sense; Patterns (Mathematics)

The "Curriculum and Evaluation Standards for School Mathematics" (1989) provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. The document not only addresses what mathematics students should learn but also how they should learn it. When completed, it is expected that the Addenda Series will consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout the materials, as is the view of assessment as a means of guiding instruction. Activities have been field tested by teachers to ensure that they reflect the realities of today's classrooms. The Third-Grade Book of the K-6 series begins with a preface describing the rational for transforming the mathematics classroom into a sense-making experience with new roles for both the student and teacher. The book explores both traditional and new topics in four areas: (1) Patterns; (2) Number Sense; (3) Making Sense of Data; and (4) Geometry and Spatial Sense. Seventeen third-grade activities that have been infused with an investigative flavor are presented. Margin notes give additional information on the activities and on such topics as student self-confidence, evaluation, and grouping. (MDH)

ED 344 777 SE 052 885

Burton, Grace; And Others
Fourth-Grade Book. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades K-6.
PUB DATE- 92
NOTE- 32p.; For the document on which this series is founded, see ED 304 336. For other titles in this series, see ED 339 598, ED 339 602-604, ED 339 615-617, SE 052 884-886, and SE 052 935.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Concept Formation; Curriculum Development; Curriculum Enrichment; Data Collection; Discovery Learning; Elementary School Mathematics; Enrichment Activities; Geometry; Grade 4; Intermediate Grades; *Learning Activities; Manipulative Materials; Mathematical Concepts; *Mathematical Enrichment; Mathematical Models; Mathematics Curriculum; Mathematics Education; *Number Concepts; Pattern Recognition; Teaching Guides; Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics); Representations (Mathematics)

The "Curriculum and Evaluation Standards for School Mathematics"

Amendment; Religious Freedom; *United States Constitution

This is the first of four special handbooks on constitutional themes. "The Idea of Liberty" (I. Starr) suggests that for teaching purposes, the First Amendment in the Bill of Rights is an excellent operating definition of liberty. "Introducing the First Amendment" (D. Sorenson) is a lesson plan for use with upper elementary and middle school students. "The Bill of Rights" (C. Yeaton; K. Braechel) is a lesson plan designed to introduce that document to students in grades 4-6. "Freedom of Speech" and "Freedom of Speech and Expression" (D. Greenawald) are lesson plans for grades 4-6 and 7-12 respectively, designed to teach students why freedom of speech is important in a democracy. "Come to the First Amendment Fair" (A. Blum) is a lesson plan for secondary students that focuses on the standards that may limit government in the free speech area. "Going beyond Darwin" (M. Croddy) examines legislation and court cases that have influenced what is taught in schools concerning evolution. "The Religious Guarantees" (National Archives), a lesson plan for use with secondary students, examines the two guarantees of the First Amendment that relate to religion. "Our Freedom to Assemble and Associate" (A. Blum), for use in grades 9-12, looks at these freedoms. "It's My Life" (J. D. Bloom), for use in secondary grades, focuses on governmental power. "Historical Foundations of Individual Liberties" (S. Jenkins), for grades 9-12, helps students understand how the historical antecedents of the Bill of Rights affect their daily lives. (JB)

ED 344 795 SO 020 376

Equality: Constitutional Update. Bar/School Partnership Programs Series.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 88
NOTE- 25p.; For related documents, see EJ 335 155, and SO 020 368-378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Age Discrimination; Citizenship Education; *Civil Rights Legislation; Constitutional Law; *Court Litigation; Curriculum Enrichment; Discriminatory Legislation; *Equal Protection; *Law Related Education; Lesson Plans; Secondary Education; Sex Discrimination; Social Discrimination; Social Studies
IDENTIFIERS- American Bar Association; *Fourteenth Amendment; *United States Constitution

The second in a special four-part series of law-school partnership handbooks on constitutional themes, this document focuses on equality. "Equality--the Forgotten Word" (J. A. Hughes) discusses what has been considered the U.S. Constitution's one flaw, its failure to abolish slavery, and the remedy to that flaw, the Fourteenth Amendment. The issue of equal protection as it exists today and how it bears on such things as age, gender, welfare rights, and aliens is also examined. "The Dilemmas of Equality" (M. Middleton) examines various court cases that have been significant in the battle against discrimination. James Giese and Barbara Miller provide two lesson plans: "Searching for Equality" (grades 7-12) provides a historical context for looking at current legal questions pertaining to equal rights; "Affirmative Action"

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Constitutional History; *Constitutional Law; Elementary Education; *Law Related Education; Middle Schools; Social Studies; Teaching Methods
IDENTIFIERS- *United States Constitution

Written by classroom teachers from around the country, this compilation of 28 lesson plans on the U.S. Constitution and related topics is adaptable to many grade levels. Lesson titles include "Exercise Your Constitution: Constitutional Olympics for the Classroom"; "ERA for Children"; "It's in Your Pocket" (minting of coins); "Voting and the U.S. Constitution--Past, Present, and Future"; The Haudenosaunee (Iroquois) and the U.S. Constitution: A Whole Language' Lesson"; "I Pledge Allegiance to the...What?!"; The Constitutional Presidents: Washington, Adams, Jefferson, Madison or The First Four'"; "The Bill of Rights"; "The Road to Liberty-- Literacy"; and "What if Women had Written the Constitution." Each lesson includes an overview, goals, grade level, time needed to complete, materials, procedures, evaluation, and tips for the teacher. Appendices contain a copy of the Constitution, instructional methods, and supplemental lesson materials. (DB)

ED 344 816 SO 021 885

Critical Thinking and Decision-Making Skills through Economic Education. Prospectus.
PUB DATE- Aug 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; *Decision Making; *Economics Education; Educational Resources; *Educational Technology; Instructional Innovation; Interactive Video; Intermediate Grades; Junior High Schools; Thinking Skills; Videodisks

Designed to improve the critical thinking and decision-making skills of 10-to 13-year old students through instruction in basic economic concepts, the Agency for International Technology (AIT), the Canadian Foundation for Economic Education (CFEE), and the Joint Council on Economic Education (JCEE) are undertaking a project which will use eight 15-minute video programs suitable for broadcast. In each program, students observe youngsters their age in situations that illustrate critical thinking and decision-making strategies involving one or more economic concepts. Two double-sided videodisks present the same visual images as the video and also include enhancements that permit learners to interact with the material. The project also offers a comprehensive teacher training component, and a variety of print materials for teachers and trainers. The prospects outlines additional information about the project including: an overview, a rationale, a foundation of success, series goals, series content, project components, summative evaluation, operational aspects of the project, and 11 references. (DB)

ED 344 817 SO 021 889

Patrick, John J.
The Civic Culture of the United States and Its Challenges to Civic Educators.
PUB DATE- 91
NOTE- 23p.; Paper presented at an international conference on

about Teaching.
PUB DATE- Aug 90
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Classroom Research; *Cognitive Structures; Grade 6; Intermediate Grades; Microteaching; *Schemata (Cognition); *Self Evaluation (Individuals); *Teaching Experience; Teaching Skills
IDENTIFIERS- *Experienced Teachers; *Reflective Teaching; Reflective Thinking

This study examined whether expert-novice differences exist in the ability to engage in self-analysis, a form of reflection about one's own teaching performance. Expert (N=6) and novice (N=5) sixth-grade teachers were videotaped while teaching and were interviewed after viewing their own lessons. Expert teachers, in comparison to novices, commented more about the underlying characteristics of the lesson rather than just its surface features, and they mentioned principles of instruction more frequently. Experts appeared to have more and richer schemata to call upon when engaging in reflection about their own teaching. Reflective, critical, self-analyatic thought may be difficult for those without much experience. (Author/IAH)

ED 344 838 SP 033 548

Grippin, Pauline C.
Intern Mentors: Is This an Idea Worth Pursuing?
PUB DATE- Oct 91
NOTE- 13p.; Paper presented at the Annual Conference of the Northeastern Educational Research Association (Ellenville, NY, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Internship Programs; Master Teachers; *Mentors; State Standards; Student Teacher Supervisors; Teacher Certification; Teacher Interns; *Teacher Role; Teacher Selection
IDENTIFIERS- New York; Protege Mentor Relationship

This paper is a review of literature examining the definitions of cooperating teacher, college supervisor, master teacher, mentor, and recommended selection criteria in light of new teacher certification requirements in New York State for a full-year internship. Given the lack of clear role definitions, unintegrated research findings, and traditional patterns of student teacher-mentor relationships, the idea of teacher mentors for such interns does not seem to hold much promise. Forty-six references are listed. (Author)

ED 344 839 SP 033 636

Sharma, Motilal
Revitalizing Teacher Education: A Multi-Mode Approach for Quality and Equitable Access for Female Teachers.
PUB DATE- Jan 92
NOTE- 12p.; Paper presented at the Round Table Conference on Teacher Training (Islamabad, Pakistan, January 4-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

ED 344 856 SP 033 715

Guy, Marilyn J.
Developing a Knowledge Base for Teacher Education.
PUB DATE- Nov 90
NOTE- 10p.; In: Proceedings of the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (4th, Milwaukee, WI, November 9-11, 1990); see SP 033 711.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Curriculum Development; Educational Change; *Educational Philosophy; *Faculty Development; Higher Education; Preservice Teacher Education; Secondary Education; *Teacher Education Curriculum; Teacher Improvement
IDENTIFIERS- *Concordia College Saint Paul MN; *Knowledge Base for Teaching

The paper describes how Concordia College (Minnesota) restructured its teacher education programs, beginning with secondary education, to develop a knowledge base for teacher education. Data from a survey of employers of first year graduates, from a survey of the graduates themselves, and from comments collected from students and the teachers working with them were reviewed along with previous evaluations of the school's programs. Student and faculty goals as well as research on education were examined and the existing program was assessed. A philosophy statement which emphasized faculty beliefs about teacher education was drafted, and all secondary education faculty agreed on developing a teacher education program based on the concept of reflective teaching. The faculty wrote six disposition statements to form the parameters of the teacher education program and created objectives to help develop the stated dispositions in students. Faculty members translated the developing knowledge base into college courses and experiences, integrating the professional education component of teacher education within the liberal arts curriculum and making it the focus of a significant amount of academic programming. Programs were designed in three clusters, each with a field-based component; students worked with at least two professors per cluster. An outline of the Concordia cluster program is included. (Contains 17 references) (SM)

ED 344 857 SP 033 716

Santo, Beverly
Bicultural Education among Indian Americans.
PUB DATE- Nov 90
NOTE- 9p.; In: Proceedings of the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (4th, Milwaukee, WI, November 9-11, 1990); see SP 033 711.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *American Indian Education; *Cultural Awareness; Educational Change; Elementary Secondary Education; *Equal Education; *Federal Indian Relationship; Higher Education; Minority Groups; *Multicultural Education; Teacher Education; Teaching Methods

Comparative Analysis; Early Intervention; *Educational Environment; Elementary Secondary Education; *Helping Relationship; *High Risk Students; Literature Reviews; Potential Dropouts; School Surveys; Special Needs Students; *Student Attitudes; *Teacher Attitudes

IDENTIFIERS- *Approach Technique; Phi Delta Kappa

This study was conducted to address: (1) the identification of at risk students; (2) the provision of help appropriate to their needs; and (3) discovery of ways to increase those students' probability of succeeding in school and in life. The study analyzed data generated through the Phi Delta Kappa Study of Students at Risk that involved 22,018 students enrolled in 276 elementary, middle and high schools nationwide. Surveys were gathered from 276 principals and 9,652 teachers. A literature review examines general efforts including ability grouping, promotion/retention, reduction in class size, and pull-out programs, as well as specific elementary, secondary, and successful individual programs. Data were collected through survey and interview techniques, and variables (school description, and school personnel attitudes) were compared. Results show that the perceptions of educators dealing with at risk students varied, and the variation was not necessarily associated with the particular school situation in which they worked. Preferred strategies such as removing at risk students to another class are no longer supported as effective tools for increasing the achievement. Thirteen appendices consisting mainly of statistical results of the study. (22 references) (LL)

ED 344 877 SP 033 785

Snelbecker, Glenn E.; And Others

Demographic Variables, Experience, Aptitudes and Attitudes as Predictors of Teachers' Learning about Computers.

PUB DATE- 23 Apr 92

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 23, 1992). "Filled" type throughout document.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Aptitude; *Aptitude Treatment Interaction; Computer Literacy; *Computer Science Education; Elementary School Teachers; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Microcomputers; *Predictor Variables; Secondary School Teachers; Teacher Attitudes; *Teacher Characteristics; Teaching Experience

IDENTIFIERS- Computer Attitude Scale; National Science Foundation

This study was conducted to examine the extent to which one's demographic characteristics, previous experience, aptitudes, and attitudes may be indicative of probable success in learning about computers. Information was derived from two National Science Foundation (NSF)-funded programs designed to retrain experienced teachers to become K-12 computer science teachers. In these programs, employed teachers, certified in other areas, took a series of courses to become qualified to teach computer science and to serve as computer resource persons at either the elementary or secondary level. Subjects in the current study are high school teachers (N=42) and elementary school teachers (N=47), who completed the NSF program and the Computer Attitude Scale, the Computer Aptitude, Literacy and Interest Profile, and a series of questionnaires. Results indicate that some kind of previous experience with computers is predictive of mean differences under various conditions are discussed. The regression-discontinuity design is used to determine whether post-program differences exist between an experimental program and a control group. The difference between program and comparison group regression lines is tested at the cutoff score point. The difference between regression lines at the cutoff score point is tested for significance against the null hypothesis. Factors that affect regression-discontinuity program outcome/effect interpretations relate to: (1) measurement error and reliability of assignment measures; (2) selection bias and a valid statistical model; and (3) program outcome and cutoff score placement. Specific issues related to the cutoff score--selection, placement, and adherence to the cutoff criterion--combined with the reliability of the pretest variable and selection bias must be considered when conducting regression-discontinuity analysis. Five tables and one figure present simulated data from examples. An appendix contains the simulation program used, and a 25-item list of references is included. (SLD)

ED 344 897 TM 018 179

Thompson, Bruce
Interpreting Regression Results: beta Weights and Structure Coefficients are Both Important.
PUB DATE- 4 Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Analysis of Variance; Heuristics; Mathematical Models; *Regression (Statistics); *Research Methodology; *Test Interpretation
IDENTIFIERS- *Beta Weights; Linear Models; *Structure Coefficients

Various realizations have led to less frequent use of the "OVA" methods (analysis of variance--ANOVA--among others) and to more frequent use of general linear model approaches such as regression. However, too few researchers understand all the various coefficients produced in regression. This paper explains these coefficients and their practical use in formulating interpretations of regression results. A small heuristic data set of 20 subjects is used to make the discussion more concrete and accessible. It is argued that sensible interpretation of regression results usually must invoke an examination of both beta weights and structure coefficients. Six tables and two figures illustrate the discussion. Three appendices provide details of the calculations, and there is a 20-item list of references. (Author/SLD)

ED 344 898 TM 018 186

Purdom, Daniel M.; Kromrey, Jeffrey D.
A Comparison of Different Instructor Intervention Strategies in Cooperative Learning Groups at the College Level.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

performance assessments, starting with portfolio and writing assessment. A third dimension, the major focus of this paper, is curriculum-aligned levels testing. One approach will use a traditional format of assessment of basic (but not necessarily lower-order) skills with multiple-choice items, drawing content from the Rasch-calibrated item banks of the Northwest Evaluation Association. Construction of these District Achievement Levels Tests (DALT) is discussed. A second approach is through curriculum-based measurement (CBM) currently used in assessing oral reading, written expression, spelling, and computation. Problems that the district has addressed in DALT and CBM are described. (SLD)

ED 344 916 TM 018 247

Klenowski, Val
Professional Development for Self-Evaluation: A Self-Sustaining Process? Researching the Effectiveness of Collaborative, Qualitative Models of School Evaluation: An International Symposium.
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrators; Case Studies; Elementary Secondary Education; Foreign Countries; *Models; *Professional Development; Program Evaluation; School Districts; *School Personnel; *Self Evaluation (Groups); *Skill Development
IDENTIFIERS- Australia (Western Australia); *Collaborative Evaluation

This paper evaluates a professional development training program in Western Australia that focused on the development of skills for self-evaluation and school development sessions in the context of local, school, and system accountability. The evaluation attempted to determine: (1) the relevance and value of the learning experience; (2) skill acquisition; (3) understanding of the self-evaluation process; and (4) feasibility of institutionalizing the self-evaluation process. A case study approach and multiple data sources were used to study the program experiences of a range of participants from central offices, district offices, and schools. Comments from the nine teams of participants indicated that a collaborative culture was developed during the training, in a supportive and resourceful learning environment. Critique was made possible by the program design. Participants generally thought that the course would be useful in an accountability context, and that its processes would be applicable to the school context. Participants felt that the program was valuable as a model for future professional development programs. In addition, the cross-level teams that were established appear to be valuable for extending program content and process beyond the time frame of the initial program. An 11-item list of references and 2 appendices containing self-evaluation criteria are included. (SLD)

ED 344 917 TM 018 248

Payne, Oscar L.
The Effects of Motivation and Classroom Learning Environment on

closed office space, length of the working day, behavior in meetings, and decision making. It is concluded that the linguistic accommodation Japanese people show toward Americans is not the general rule, but that the Japanese strategy appears to be to concentrate on English as their second language for use in the English-speaking world and then to attempt to negotiate it elsewhere. It is suggested that although English is the dominant world language, it does not decrease the need for access to information encoded in other languages and the conditions under which the language of communication is negotiated in translingual situations. (LB)

ED 344 473   FL 020 307

Hilton, Chadwick B.
English: A Crucial Element in Japan's Drive Toward Internationalization.
PUB DATE- 91
NOTE- 25p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; *Global Approach; Higher Education; Intercultural Communication; *International Communication; International Trade; Long Range Planning; Secondary Education; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Japan

The role of English language training in Japan's move toward corporate internationalization is addressed, particularly in terms of the importance of English, the nature and quality of training, and the ramifications of that training regarding global competition. It is noted that the Japanese language is not suited for the sort of confrontation, debate, and negotiation typical of common non-Japanese business situations. English training in both pre-college and college education, although given priority status, does not produce the English communication skills essential for effective international managers and corporate representatives. Because Japanese companies see themselves in a global context, functional "communicative" English skills are important. An in-house English training program in a multinational steel company is described that uses native English speakers and emphasizes a high level of technical expertise; international communication skills; awareness of the host country conditions concerning politics, law, business, capital, and labor; and awareness of the host country's basic structures. Exhibits are appended to this essay with further details on the company's program. It is concluded that the Japanese are succeeding globally because they have a global vision that includes, among other things, a strategy for corporate English training. This training is seen as an example of long-range commitment, flexibility, and the recognition of the importance of human capital. Contains 10 references. (LB)

ED 344 474   FL 020 308

Rockwood, Heidi
Teaching the Passive

Classes" (Margaret Jackson and Sharon Beaver); "Partner Work and Small-Group Work for Cooperative and Communicative Learning" (Jennifer L. Knerr and Charles J. James); "Are They Learning What We're Teaching? Assessing Language Skills in the Classroom" (Walter H. Bartz); "Authentic Videos in the Foreign Language Classroom" (John I. Liontas); and "Implementing a Less Commonly Taught Language Program: A Longitudinal Perspective" (Audrey L. Heining-Boynton and Timothy L. Hart). Each paper concludes with a reference list. (LB)

ED 344 496 FL 020 375

Grittner, Frank M.
Oneida Language Project: Evaluative Report.
PUB DATE- 77
NOTE- 23p.; For a 1978 evaluation, see FL 020 376.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Languages; Child Development; *Cultural Awareness; Curriculum Design; Elementary Education; Higher Education; Immersion Programs; Language Teachers; Program Evaluation; Public Schools; Secondary Education; *Second Language Instruction; Self Concept; Teacher Certification; *Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Oneida (Language); *Oneida (Tribe); Wisconsin

Based on data collected through classroom observations during site visits in February 1977 to project schools in Wisconsin (Freedom, Pulaski, Seymour, and West DePere), this document evaluates a project on Oneida language instruction. The project evolved from an expressed interest by Oneida Tribal members, elementary school children, and university students in learning and preserving their language and oral traditions, culture, and heritage. The report first details the type of language teaching activities witnessed in the classes and then comments on their effectiveness. Emphasis is on the pedagogical and curricular aspects, rather than an analysis of the linguistic needs of the project, which were covered in a previous report. Some discussion is given here to the value of second language learning at the elementary school level and the goals of this project, including improving the self-image and self-concept of Oneida children and certifying a teacher who could implement the Oneida language curriculum in grades K-12. Methods of instruction are reviewed in some detail. Identifiable program strengths include sound linguistic elements, variety of instructional techniques, clear goals, a strong inservice component, positive effects on "education basics," systematic curriculum development, and progress toward improving students' understanding of their Oneida heritage. Among the 11 recommendations offered are: to develop a sustained informational effort for the community and to find ways to provide total immersion experiences. (LB)

ED 344 497 FL 020 376

Grittner, Frank M.
Oneida Language Project: Evaluative Report.
PUB DATE- 78
NOTE- 28p.; For a 1977 evaluation, see FL 020 375.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Languages; Checklists; Child

beginning in grade 9. A section on research reviews the Texas Advanced Research and Technology Programs. Funding is also treated including appropriations, library expenditures and tuitions. Campus buildings and educational facilities are discussed including a facilities audit, space standards, a building quality survey and private development. Institutional access is addressed in light of a lawsuit against the Texas higher education system and telecommunication systems for distance learning. A final section presents information on the Texas Higher Education Coordinating Board. Numerous figures illustrate the report. (JB)

ED 344 516 HE 025 423

Rudy, Julia A., Ed.
The Best of CAUSE/EFFECT: 1978-1991.
SPONS. AGENCY- Systems & Computer Technology Corp., Malvern, PA.
PUB DATE- 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; Communications; Computer Oriented Programs; Educational Technology; *Higher Education; Information Dissemination; Information Management; Information Networks; Information Science; *Information Systems; *Information Technology; Library Automation; Long Range Planning; Office Automation; Personnel Management
IDENTIFIERS- *CAUSE

This issue of the higher education information technology magazine, CAUSE/EFFECT, presents in six articles six summaries of the best from this journal since 1978. The articles each summarize the writing done over the years in one of six key areas. The articles are as follows: (1) "Rise of Infrastructure" by Kenneth J. Klingenstein and Mark A. Olson (changes in computing and the resulting impact on applications architecture and technological and economic imperatives); (2) "Information Systems Development and Management" by Sandra T. Dennhardt (approaches to development, systems to support administrators, academics, management and decision-making); (3) "Organizational Structure for Managing Information Technology" by Robert R. Blackmun (centralization of decentralization and Chief Information Officers); (4) "Personnel and Operational Management Issues" by Albert L. LeDuc (including communication and cooperation, management roles, and entrepreneurship and marketing); (5) User Computing and Information Access" by Lore A. Balkan, Patricia S. Ernest, and Gerald W. McLaughlin (user support, library automation and access, administrative data access and security, and data standards and coordination); and (6) "Strategic Planning and Information Technology: Beyond Missions and Machines" by Sue A. Hodges and Ronald L. Moore (chronicles the linkages of planning concepts to technology). Included is a profile of the corporate sponsor and a list of CAUSE/EFFECT contributors of the year since 1981. Extensive references accompany most articles. (JB)

ED 344 517 HE 025 424

Douglas, Joel M., Ed.
Unionization among College Faculty--1992.
PUB DATE- Feb 92
NOTE- 14p.
LANGUAGE- English

ED 344 536 HE 025 450

Schoenfeld, A. Clay; Magnan, Robert
Mentor in a Manual: Climbing the Academic Ladder to Tenure.
PUB DATE- 92
NOTE- 326p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Rank (Professional); Career Counseling; Career Guidance; College Faculty; Community Services; *Faculty Promotion; *Faculty Publishing; Higher Education; *Nontenured Faculty; Professional Development; *Professional Recognition; Public Service; *Publish or Perish Issue; Teaching Skills; *Tenure

This book presents information designed to guide the assistant professor to an understanding of the generic institutional criteria for promotion to tenure as well as of the pragmatic politics involved in pursuing a professional path. Chapters examine, in a step-by-step fashion, the many considerations to be dealt with in working towards achieving tenure. Discussed are some practical tips concerning the research and publishing requirements; service requirements; how to gain an understanding of the educational environment, school culture, and surrounding community; the essentials of good teaching; and ways to maximize recognition of efforts at tenure time. Chapters also examine the need to conduct research and how to display intellectual curiosity by investigating at the boundaries of the faculty member's selected discipline. Standards and criteria for tenure involving service in the public, institutional, or professional arenas are reviewed, as are tips concerning ways to get published. The final chapter examines ways to present one's credentials for attaining tenure. A special appendix offers suggestions on what to do if denied tenure. References follow chapters. (GLR)

ED 344 537 HE 025 451

Jeffrey, Julie Roy, Ed.; Erickson, Glenn R., Ed.
To Improve the Academy: Resources for Student, Faculty, and Institutional Development, 1985.
PUB DATE- Oct 85
NOTE- 211p.; For other volumes in this series, see HE 025 452-454 and ED 325 062-063.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; Career Development; Case Studies; Classroom Environment; College Faculty; Critical Thinking; Educational Improvement; Educational Strategies; *Faculty Development; Grouping (Instructional Purposes); *Higher Education; *Instructional Improvement; *Organizational Development; Problem Solving; Reading Skills; Skill Development; *Teaching Methods; Thinking Skills; Writing Skills

This collection of papers, the fourth in an annual series, presents views of members of the Professional and Organizational Development Network in Higher Education on

1989 netted $53,500. (JB)

ED 344 554 HE 025 469

Elliott, Mary Ann
Office of Public Service, University of Maryland System. and Toward Closer Ties: The University of Maryland System Public Service Directory: 1988-1989 and The University of Maryland System: Profile--1988-89.
PUB DATE- 89
NOTE- 304p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; Higher Education; Models; Program Descriptions; Public Service; School Community Relationship; School Publications; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of Maryland System

This report describes functions of the University of Maryland (UM) program, Office of Public Service which focuses on developing a special liaison relationship with the private sector in support of the State's expanding initiative in economic development. The Office provides a single point of access for University resources and services in what is a system of eleven institutions and four major research and service components. The Office was established in 1980, and its responsibilities include maintaining the UM public service hotline, producing the biannual UM public service directory, "Toward Closer Ties," and advertising their availability and that of the UM services to which they are linked. In 1988 the Office produced a brochure, "Partners in Progress," describing UM resources for business and industry which was so popular that it was revised and reissued in 1990. The Office responds to inquiries and specific requests for help and information from governmental agencies, organizations, businesses, and private citizens. On a biannual basis the Office plans, develops and coordinates symposia and conferences featuring outreach activities. The report includes job descriptions of the two staff positions in the office, a copy of the brochure, and a copy of the 1988-1989 issue of the directory which lists UM resources under such categories as economic development, society, education, culture, libraries, and health. (JB)

ED 344 555 HE 025 470

Starr, Rose
Training Minority Students for Work in Underserved Areas.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD.
PUB DATE- Jun 88
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Kay, John
Plans and Investments in Educational Technology: A Status Report for the SREB States.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Communications Satellites; Computer Software; *Educational Technology; Elementary Secondary Education; *Expenditures; Higher Education; Interaction; Microcomputers; *Statewide Planning; Telecommunications; Teleconferencing

This report examines statewide planning and budgeting for educational technology in the 15 states covered by the Southern Regional Education Board (SREB), with a focus on state-level expenditures for telecommunications networks, microcomputers, software, and other technology. Capsule descriptions of each state's current activities are provided, and recommendations for future study are offered. Figures provided in this report were gathered over the past year from state plans and budget reports, and from telephone conversations with individuals responsible for educational technology across the SREB region. The cost figures presented apply to the technologies used in both administration and instruction. Spending patterns in K-12 and higher education are considered, and comparisons between estimated costs and actual expenditures are made when possible. Two tables report the numbers of microcomputers and the amount of video equipment used in K-12 education on a state-by-state basis. The information provded was up-to-date as of October 1, 1991, and covers the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. (DB)

ED 344 573 IR 015 517

Crossman, David M.; Behrens, Sandra G.
Affective Strategies for Effective Learning.
PUB DATE- 92
NOTE- 13p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Washington, DC, February 12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Classroom Environment; Cooperation; Educational Technology; Formative Evaluation; Graduate Students; Higher Education; *Instructional Design; Instructional Development; Instructional Effectiveness; *Student Participation; *Teaching Methods; *Team Teaching
IDENTIFIERS- Professional Issues; University of Pittsburgh PA

Team teaching has recently been introduced to the program in instructional design and technology in the School of Education at the University of Pittsburgh (Pennsylvania). For the past 3 years, collaboration and cooperation have been undertaken in the teaching of two graduate seminars: Research in Instructional Design and Technology, and Professional Issues. Of special concern are the affective results of such collaboration among the graduate students in the courses. The design of the courses, the textbooks chosen, the syllabus

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - General (130)
DESCRIPTORS- Computational Linguistics; Content Analysis; Electronic Publishing; *Full Text Databases; Higher Education; *Humanities; Information Networks; Literary Criticism; Online Systems; *Primary Sources; *Search Strategies; Telecommunications
IDENTIFIERS- *Electronic Text; Georgetown University DC

This guide to searching the Georgetown University Catalogue of Projects in Electronic Text database provides information on electronic text projects in the humanities throughout the world as well as a variety of information on the many collections of literary works, historical documents, and linguistic data that are available from commercial vendors and scholarly sources. It is noted that the electronic text projects documented in the database are machine-readable files of primary materials from humanities disciplines which generally take the form of either large corpora for linguistic analysis or major works of major authors for analysis of style and content; these files are intended by their developers to be searched and manipulated directly by humanists. The guide provides instructions for moving around the computer screen and keyboard, obtaining a free communications package that is available for use with the catalogue, and accessing the catalogue from remote sites. An explanation of the structure of the database and instructions for searching the PRODUCT and WORK subsystems for complete product entries or information about individual texts are also provided. Sample screens are included. (MAB)

ED 344 593 IR 053 995

Jaques, Thomas F.
Clear Purpose...Complete Commitment: A Long-Range Program To Provide Louisianians with Library and Information Services Adequate to Their Needs, 1992-1996.
PUB DATE- 91
NOTE- 97p.; For the 1990/91-95 report, see ED 328 261.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Administration; Library Collections; Library Cooperation; Library Facilities; *Library Networks; *Library Planning; *Library Services; Literacy; Long Range Planning; *Needs Assessment; *Public Libraries; Reading Programs; State Libraries; State Programs; User Needs (Information)
IDENTIFIERS- *Louisiana

This report identifies specific inadequacies in Louisiana public library services, resources, facilities, and personnel. It also identifies the people who are to be served, and reveals the geographical, sociological, economic, and educational barriers to the expanded use of libraries. Finally, it presents specific goals and objectives as part of an overall plan to overcome both inadequacies and barriers. The activities of the State Library of Louisiana and its administration of Library Service and Construction Act (LSCA) funds are noted and the challenge of improving library service to all citizens in the state is addressed. Identification of needs and plan of action are presented through the goals of the long-range plan, which make up the major part of this report. The areas covered by the goals are: (1) administration; (2) areas without services; (3)

elementary school library media specialists. Technology-related journals were read the least. Monthly activity articles, personal sharing articles, reviews and table of contents were the most favored sections of professional periodicals. Professional status and/or years of experience made no apparent difference in the number of professional periodicals read. Five appendixes provide: (1) a metropolitan statistical area map of Atlanta; (2) the survey instrument; (3) the field test letter; (4) a cover letter; and (5) survey data. (26 references) (Author/MAB)

ED 344 612 IR 054 026

Fischer, Linda
The Role and Function of Presidential Libraries.
SPONS. AGENCY- National Archives and Records Administration, Washington, DC.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Archives; Financial Support; Library Collections; Library Materials; *Library Role; *Library Services; Philanthropic Foundations; *Presidents of the United States; *Special Libraries; Users (Information)
IDENTIFIERS- *Presidential Libraries

This paper identifies various elements of presidential libraries. The advantages and disadvantages of the libraries' centralization or decentralization are discussed, and some common misconceptions held by the public as to the role and function of presidential libraries are identified. Criticism and debate from the professional community about whether presidential libraries have degenerated into costly monuments rather than true archives are presented, and major presidential library contributions are reviewed. The geographic dispersion of the libraries and their impact upon, and ties with, the surrounding communities are considered. In addition, the impact of presidential foundations (e.g., the Jimmy Carter Foundation and the Lyndon Baines Johnson Foundation) and other foundations on the libraries is explored. The balance between the museum and archival functions, and the two separate clienteles who are attracted to these two roles are also described. Also identified are some common experiences shared by these libraries as they pass through their life-cycle: (1) the development/nascent stage; (2) the professional use/research stage; and (3) the mature library. The challenges faced by one such mature library, the Herbert Hoover Library, are outlined and the future of all presidential libraries is considered. (21 references) (MAB)

ED 344 613 IR 054 027

Rothlisberg, Allen P.
Sharing the Good News: A Rural Approach to Publicizing Community College Library Services.
PUB DATE- 5 Mar 92
NOTE- 9p.; For related papers, see ED 332 706, ED 335 029, and ED 335 039.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Libraries; Community Colleges; Databases; Information Dissemination; *Library Services; *Mass Media; Mass

mode, there seems to be broad consensus today that collective leadership is more effective. In specific cases, faculty at community colleges have identified hierarchical leadership structures at their institutions as ineffectual and in need of change. However, despite the fact that community college faculty are uniquely qualified for and desire leadership roles in a collective model, divisions between the faculty and the administration restrict their leadership potential. Initiating a participatory leadership model requires new approaches and involves various steps, including: (1) building trust in a collective model, and between the various constituencies represented in such a model; (2) developing methods for information sharing between faculty, administrators, boards of trustees; (3) forging dynamic interactions between the two coexisting lines of administration and decision-making (i.e., management and academic), enabling primary members of each to cross-participate; (4) preserving faculty development in the face of budget problems by providing resources to enhance professional growth in specific disciplines, general education and management; (5) utilizing technology in order to "create" time for faculty and administrators to engage in collective leadership efforts; and (6) instituting concrete systems of recognition and reward for faculty involvement. Includes 17 references. (JMC)

ED 344 630 JC 920 196

Eaton, Judith S., Ed.
Faculty and Transfer: Academic Partnerships at Work.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Articulation (Education); *College Transfer Students; Community Colleges; *Cooperative Programs; *Economically Disadvantaged; Educational Change; Grants; Higher Education; *Intercollegiate Cooperation; *Minority Groups; Program Descriptions; Program Improvement; Two Year Colleges

The National Center for Academic Achievement and Transfer was founded in 1989 to assist low-income, Black, and Hispanic students in transferring from comprehensive public community colleges to four-year institutions. The center funds a Partnership Grant Program in which two- and four-year schools form partnerships focused on changing academic practices. The first 18 Partnership Grants were awarded in August and September of 1990, involving 38 institutions in 11 cities. The results of the collaborative efforts of the institutions are presented in this report. The first section of the report provides: (1) an overview of the project; (2) an explanation of the academic model of transfer, which calls for institutional change in teaching and learning based on faculty-led efforts; (3) a summary of the results of grant efforts in the areas of curriculum development and revision; improved transfer management; and faculty development; (4) a list of key concerns of participating colleges; and (5) recommendations for future institutional action. The second section of the report briefly outlines the location and focus of each of the individual partnership grants. The final section of the report provides a detailed description of the objectives and impact of each of the partnership projects. Appendixes provide partnership grant

Community Colleges; Cooperative Programs; *Courses; Educational Cooperation; *Educational Finance; *Financial Support; Full Time Equivalency; Government School Relationship; *Private Financial Support; Regional Schools; School Business Relationship; *State Aid; State School District Relationship; Two Year Colleges; Vocational Schools

This study was prepared in response to Specific Appropriation 577A of the 1991 General Appropriations Act, Chapter 91-193, Laws of Florida, by the Florida Postsecondary Education Planning Commission, of community college programs and courses offered in academic year 1990-91 to obtain an overview of the types of course funding arrangements which exist between external agencies and community colleges and area vocational technical centers. The study gathered and incorporated data from other relevant studies, informational materials, program audits and task force funding reports, the Community College Program Fund and the Florida Education Finance Program. Additional research activities included a survey of all courses which received external support and telephone interviews with campus representatives who administered these courses. Survey responses for 719 courses and programs were received. Significant findings included the following: (1) law enforcement courses comprised the largest grouping of those receiving external funds (39.6%), while the health care and the business or agency related categories each accounted for approximately 20%; (2) Curricular content was developed without the college's or center's assistance in 39% of externally supported courses; (3) the majority of full-time equivalent (FTE) enrollment reported fell in three areas: Vocational Supplemental (47%); Postsecondary Adult Vocational (42%); and Postsecondary Vocational (10%); and (4) less than 1% of the courses were in the Advanced and Professional, College and Vocational Preparatory, and Adult Education categories. A detailed summary of recommendations is included. Appendixes contain the survey instrument, including selected data by question, and a brief report entitled "Supporting Information IV. Skills Investment Taxes: Foreign Examples." (JSP)

ED 344 647 JC 920 219

Altieri, Guy; And Others
Faculty Planning, Development, and Evaluation System: Washtenaw Community College.
PUB DATE- Mar 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; *College Faculty; Community Colleges; Educational Objectives; *Evaluation Criteria; *Evaluation Methods; *Faculty Development; *Faculty Evaluation; Peer Evaluation; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; Teacher Evaluation; Teacher Role; Two Year Colleges
IDENTIFIERS- Washtenaw Community College MI

Between 1989 and 1991, the Planning, Development and Evaluation (PDE) Committee of Washtenaw Community College (Michigan) designed a faculty assessment process focusing on professional development and academic planning. It is an approach in which all educators (faculty and administrators) work together, using

Dalli, Carmen
Scripts for Children's Lives: What Do Parents and Early Childhood Teachers Contribute to Children's Understanding of Events in Their Lives?
PUB DATE- Sep 91
NOTE- 21p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Theories; Child Caregivers; Child Development; Day Care Centers; Foreign Countries; Interpersonal Competence; Parent Child Relationship; Parent Role; Preschool Education; Preschool Teachers; Role Models; *Social Cognition; *Social Development; Social Environment; Social Experience; *Socialization; *Social Theories; Teacher Role; Teacher Student Relationship; *Young Children
IDENTIFIERS- *Scripts (Knowledge Structures)

"Scripts" are ways of describing the knowledge a person must have in order to understand the appropriate response in a given situation. In this document, literature on the ways in which children acquire scripts for social behavior through interaction with others is reviewed, and some departures from script theory are discussed. It is noted that most theories of human development acknowledge that interaction with adults is critical for a child's social, emotional, and cognitive growth. Examples of studies that use notions from script theory and a Vygotskian perspective to explain children's understanding of social events are provided. The final section of the paper describes a progress report on a project investigating the contributions made to children's event scripts by parents and by teachers in an early childhood center attended by the children. The project began as an effort to study the idea that parents and early childhood staff play complementary roles in children's lives. The methodology took account of both psychological and social processes. It was concluded that the event of becoming part of a group might be a good context for studying the contribution of staff and parents to children's understanding of the early childhood center. Contains 29 references. (LB)

ED 344 665 PS 020 405

Kayes, Marianne
Making Sense of It: The Role of Play in Assisting Children Requiring Extensive Hospitalization To Understand and Cope with Their Illness, Its Treatment and Their Hospital Experience.
PUB DATE- Sep 91
NOTE- 12p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Child Health; Coping; *Emotional Experience; *Fear; Foreign Countries; Health Services; *Hospitalized Children; Medical Services; *Play Therapy; Separation Anxiety; Surgery; Withdrawal (Psychology); *Young Children
IDENTIFIERS- *New Zealand

Case studies of three children who participated in the play program at Auckland Hospital in New Zealand are presented. About a third of the children admitted to the hospital have

ED 344 682 PS 020 497

Woodard, Beth L.
Increasing Parent Involvement in the Moral and Ethical Development of the Elementary Child To Decrease Acts of Violence in Pre-Adolescent Children.
PUB DATE- Feb 92
NOTE- 41p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aggression; Conflict Resolution; Elementary Education; *Elementary School Students; *Mass Media Effects; *Moral Development; Parenting Skills; *Parent Participation; *Parents; Parent Student Relationship; Program Descriptions; Program Implementation; Surveys
IDENTIFIERS- *Parent Supervision

This paper reports on the implementation and results of a program that addressed the problem of aggressive behavior among students at an urban elementary school. Program objectives were to bring about a decline in the number of referrals written for students' aggressive behavior; an increase of parents' supervision of children's media consumption; and an increase in students' use of successful conflict resolution strategies. A group of 100 parents participated in a 10-week program that focused on: (1) statistical information about children's aggressive behavior; (2) types of parents; (3) parents' listening skills and self-awareness; (4) monitoring and evaluation of children's consumption of entertainment media; and (5) children's positive self-images. A group of 30 children attended 10 weeks of teaching sessions that examined creative problem-solving techniques, such as mediation, visualization, and values perception. Pre- and posttests were given to parents; children completed posttests only. The number of referrals for aggressive behavior did not decline sufficiently during the 10 weeks to meet the first objective. The second and third objectives were met, as indicated by the fact that more than 60 percent of the parents reported that they supervised their children's media exposure, and by an 89.6 percent success rate on students' conflict resolution posttests. An 18-item reference list is provided. Appendices include copies of the parent survey letter, the parent survey, and parent and student posttests. (BC)

ED 344 683 PS 020 498

Rosenshine, Barak; Meister, Carla
Reciprocal Teaching: A Review of Nineteen Experimental Studies.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Ability; Academic Achievement; Adults; Children; *Classroom Communication; Comparative Analysis; *Dialogs (Language); Educational Strategies; Elementary Secondary Education; *Instructional Design; *Reading Instruction; Standardized Tests; Student Characteristics; Teacher Guidance; Teacher Made Tests; *Teaching Methods
IDENTIFIERS- *Reciprocal Teaching

and increased funding. The council recommends that: (1) data about children's programs and services be collected and reported annually by the Interagency Advisory Committee; (2) additional funding be allocated to provide prekindergarten education programs; (3) Head Start, the State Department of Education, local school systems, and other agencies develop cooperative workshops and seminars to train program and service providers, teachers, supervisors, and administrators in developmentally appropriate practices; (4) the Committee foster coordination among public and private agencies and organizations; and (5) the Committee initiate and support appropriate legislation to improve the lives of young children. Appendices include Maryland Senate Bill 258, which established the Interagency Advisory Committee for Early Childhood Development and Education, a list of programs and services for children, a description of the Standards for Implementing Quality Prekindergarten Education, and a review of legislation that concerns early childhood development. (GLR)

ED 344 702 PS 020 545

Seever, Margaret F.
Summative Evaluation of the STEPS Program: 1986-1991.
PUB DATE- Aug 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Environment; Elementary School Students; Elementary School Teachers; High Risk Students; Inservice Education; Magnet Schools; *Mathematics Instruction; *Minority Group Children; Parent Participation; *Primary Education; Principals; Program Effectiveness; *Program Evaluation; *Reading Instruction; Surveys; Teacher Attitudes; Teacher Expectations of Students; Teaching Methods; Traditional Schools
IDENTIFIERS- Directed Reading Thinking Activities; Effective Schools Movement; *STEPS Program MO

This report provides an end-of-year summative evaluation of the STEPS (Striving Toward Excellence in the Performance of Students) program, which was first implemented in elementary schools in 1983-84. The program, which is based on research on effective schools, focuses on school improvement efforts in six areas: (1) aligning instruction with district objectives; (2) using effective or innovative techniques of instruction; (3) fostering strong leadership by principals; (4) setting high achievement expectations for all students; (5) developing a positive school climate with an academic emphasis; and (6) involving parents in the educational process. The program is especially concerned with the improvement of reading and math instruction. It also aims to reduce the gap between minority and nonminority student scores. Presented are data for the 1990-91 school year concerning demographics, program implementation, observations, achievement, and teachers' and parents' perceptions of the program. Most teachers surveyed indicated that the STEPS program had positive effects on their school climate and on reading and math instruction. A large majority of parents said they were proud of the school their child attended; that they would recommend the school to other parents; and that, overall, they were satisfied with the program. A final section of the report draws conclusions about the status of program affairs and provides recommendations based on the 1991 data. Appended are seven references and related materials. (GLR)

Boss, Rod; Powell, Glen
Partners in Literacy Share the Joy of Reading: A Partnership with Parents in a Small Rural School.
PUB DATE- 10 Oct 91
NOTE- 8p.; Paper presented at the Annual Convention of the National Rural Education Association (Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Family Involvement; *Parent Participation; *Reading Attitudes; Reading Habits; Reading Improvement; *Reading Strategies; Reading Writing Relationship; Rural Schools; Small Schools; *Writing (Composition)
IDENTIFIERS- Family Literacy; Nebraska

This paper describes the Partners in Literacy Project developed by Phelps County, Nebraska R-6 School District. This project involves a partnership among the school, the parents, and students in promoting the literacy development of students. This rural school district serves a student body of 43 and consists of 6 staff members. The students are from 23 families whose livelihood is primarily dependent upon agriculture. The first year of the project focused on encouraging parents to read to their children or to establish family reading times. In the second year, the activities of the first year were combined with family writing activities. Educational research indicates positive results on achievement tests from students who come from print rich homes. Key characteristics in these homes include parental role models who are readers and parents who commit time on a daily basis to be involved in reading to and with their children. Parents were invited to an evening training session to discuss strategies for reading to their children and guidelines for developing family reading times. Fifteen of the 23 families voluntarily participated during the first year; participation was greatest among K-1 and 4-5 classes. Pre- and post-program attitude measures indicated the greatest change in developing positive attitudes toward reading were found in the grades with the greatest participation. Active voluntary participation by parents who spend more time reading with their children suggest the project's positive effect on parent participants. Four tables list specific benefits of the project and provide suggestions for managing family reading and writing activities. (LP)

ED 344 722 RC 018 637

The Class "C" Survey 1991-92. Comparisons of Budgets, Levies, and Enrollments of Class "C" Montana School Districts.
PUB DATE- 92
NOTE- 164p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Assessed Valuation; *Budgets; Educational Finance; Elementary Secondary Education; *Enrollment; Program Budgeting; *Rural Schools; Salaries; *School Budget Elections; School Districts; *School District Spending; *Small Schools; Tables (Data)
IDENTIFIERS- *Montana

This report represents data collected by a mail survey comparing

The objective of this investigation was to review impact evaluations related to activity based elementary science programs. Of particular focus is the measurement of process skills attainment. The report presents a survey of current impact evaluation procedure for process-oriented programs as described by recent literature, identification of current process evaluation instruments, and recommendations for the design of impact evaluation procedures for Hands-On Elementary Science (HES). Sections include: (1) "Tyler's Paradigm and Process Science"; (2) "An Evolving Paradigm for Process Evaluation"; (3) "Major Current Assessment Efforts-National Assessment of Educational Progress, State Based, and National Science Foundation"; (4) "Conclusions Regarding Process Assessment"; and (5) "Guidelines for Developing an Impact Evaluation". (30 references) (KR)

ED 344 741 SE 052 389

Reay, Judith
Bibliography in Integrated Science Teaching. Science and Technology Education. Document Series No. 36.
PUB DATE- 90
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; *Science and Society; Science Education; *Science Instruction; *Sciences; Teaching Methods; *Technology; Vocational Education

This annotated bibliography samples publications from 1978 to 1988. The term "integrated science teaching" is used in a broad sense, covering such topics as science, society and technology and a variety of matters of concern to any science educator. Levels include primary, secondary, higher, vocational and teacher education. This bibliography is limited to only those items dealing with integration across the whole curriculum such as primary education in a general sense, as well as environmental education. Excluded are teaching materials sold by commercial organizations that have their own means of dissemination. Only English language publication have been included. The bibliography contains more than 370 entries that are arranged chronologically by year of publication. Within each year the entries are arranged alphabetically by title. Each bibliographic entry contains an annotated description of the subject and a set of keywords that are used in the subject index. Each entry is identified by a sequential number, that is used in the indexes to refer back to the entry. The bibliographic entries are followed by indices of subjects, personal authors, meetings and corporate bodies, and titles and series. (KR)

ED 344 742 SE 052 394

George, Gail, Ed.
GREAT (Groundwater Resources & Educational Activities for Teaching). An Iowa Project for Earth/Life/General Science, 7th-9th Grades.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Sep 89
NOTE- 271p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.

inplanning, prioritizing, and financing are considered from the perspective of the policymaker. (40 references) (KR)

ED 344 759 SE 052 724

Science: Kindergarten. Interim Guide.
PUB DATE- 91
NOTE- 95p.; For other individual guides, Grade 1 through Grade 9, see SE 052 725-733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Curriculum Guides; *Elementary School Science; Foreign Countries; *Kindergarten; Primary Education; *Process Education; Science Activities; Science Instruction; *Scientific Concepts; Student Attitudes
IDENTIFIERS- Concept Maps; Manitoba; *Scope and Sequence

This guide is one of a set of 10 science guides, each covering a separate grade in Manitoba, together covering kindergarten through grade 9. The guides have been designed to provide a framework for building scientific concepts and developing the learning of process skills. They replace an earlier set of guides dated 1979. Each guide is essentially the same through the first 16 pages, after which the core units vary appropriately for each academic level. Section 1, "Objectives of the Curriculum," includes the aims of the program and a discussion of the role of science in general education. Section 2, "The Learner," discusses the variety and nature of children, misconceptions in science, and girls in science. Section 3, "The Teaching Environment," includes program implementation, computers in science, time allotment for the science program, and enrichment activities. Section 4, "Evaluation," discusses student evaluation and safety and provides sample evaluation techniques. Section 5, "Attitudes and Skills," contains subsections on attitudes and values, science/technology/society (STS), environmental education, sustainable development strategies, process development, and problem solving. Section 6, "Scope and Sequence," discusses process development, attitude development, a general program overview K-4, and concept maps for the grade covered. A suggested minimum materials list for the K-4 Science program is also included. The conceptual structures, objectives, activities, and references for the core units are provided. Three themes and units within those themes which are carried through the K-4 program include: (1) environmental interdependency and interaction--living and non-living organisms (kindergarten); (2) matter and energy--properties of objects (kindergarten); and (3) earth, time and space--size, position, and time (kindergarten). A copy of a teacher response questionnaire for the K-9 science program of studies is appended. (KR)

ED 344 760 SE 052 725

Science: Grade 1. Interim Guide.
PUB DATE- 91
NOTE- 101p.; For other individual guides, Kindergarten through Grade 9, see SE 052 724-733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

(1989) provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. The document not only addresses what mathematics students should learn but also how they should learn it. When completed, it is expected that the Addenda Series will consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout the materials, as is the view of assessment as a means of guiding instruction. Activities have been field tested by teachers to ensure that they reflect the realities of today's classrooms. The Fourth-Grade Book of the K-6 series begins with a preface describing the rational for transforming the mathematics classroom into a sense-making experience with new roles for both the student and teacher. The book presents 19 fourth-grade activities that have been infused with an investigative flavor, exploring both traditional and new topics in four areas: (1) Patterns; (2) Number Sense; (3) Making Sense of Data; and (4) Geometry and Spatial Sense. Margin notes give additional information on the activities and on such topics as student self-confidence, evaluation, and grouping. (MDH)

ED 344 778 SE 052 886

Burton, Grace; And Others
Fifth-Grade Book. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades K-6.
PUB DATE- 92
NOTE- 32p.; For the document on which this series is founded, see ED 304 336. For other titles in this series, see ED 339 598, ED 339 602-604, ED 339 615-617, SE 052 884-885, and SE 052 935.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Concept Formation; Curriculum Development; Curriculum Enrichment; Data Collection; Discovery Learning; Elementary School Mathematics; Enrichment Activities; Geometry; Grade 5; Intermediate Grades; *Learning Activities; Manipulative Materials; Mathematical Concepts; *Mathematical Enrichment; Mathematical Models; Mathematics Curriculum; Mathematics Education; *Number Concepts; Pattern Recognition; Teaching Guides; Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics); Representations (Mathematics)

The "Curriculum and Evaluation Standards for School Mathematics" (1989) provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. The document not only addresses what mathematics students should learn but also how they should learn it. When completed, it is expected that the Addenda Series will consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout the materials, as is the view of assessment as a means of guiding instruction. Activities have been field tested by teachers to ensure that they reflect the realities of today's classrooms. The Fifth-Grade Book of the K-6 series begins with (secondary grades) aims to help students understand the role that the federal government can take in clarifying how citizens will approach redressing past discrimination while protecting the rights of individuals whose opportunities may be limited by affirmative action programs. Dale Greenawald also provides two lesson plans including: "Sex Discrimination" (grades 7-12) which focuses on landmark sex discrimination cases in order to identify some of the legal principles concerning this topic. The second lesson, "Discrimination and the Law," (grades 9-12) examines discrimination in a variety of contexts. (JB)

ED 344 796 SO 020 377

Justice: Constitutional Update. Bar/School Partnership Programs Series.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 87
NOTE- 25p.; For related documents, see EJ 335 155, and SO 020 368-378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accountability; Citizenship Education; Civil Rights; Curriculum Enrichment; *Due Process; Elementary Secondary Education; Equal Protection; Federal Government; *Justice; *Law Related Education; Lawyers; Learning Activities; Lesson Plans; School Policy; Search and Seizure; Social Studies; Student Rights
IDENTIFIERS- American Bar Association; Fifth Amendment; Fourteenth Amendment; *United States Constitution

The third in this special series on constitutional themes, this document focuses on justice. "Due Process: What Is It?" (P. McGuire) examines the concept of due process as provided in the Fifth and Fourteenth Amendments and provides lesson plans for a five-day unit on that topic. "Making Government Fair" (G. Galland) explains how due process helps keep government accountable. A lesson plan for grades K-6, "Making Wrongs Right" (D. Greenawald), helps primary students analyze situations where a wrong has occurred and offer recommendations for corrective justice. "What is Procedural Justice?" contains lesson plans for middle and secondary school students adapted from "Law in a Free Society" curriculum units. They are concerned with the fairness of procedures used to gather information and make decisions. "Justice: Developing Reasonable School Policies" (K. A. Sprang) is a lesson plan for secondary students that focuses on the problem of drug and alcohol abuse and proposed drug-testing policies as related to schools. A sample policy requiring random drug testing for athletes is included. "Right to Counsel" (A. L. Lockwood; D. E. Harris) is a lesson plan for grades 9-12 that should help students explore the role of lawyers in helping assure due process and the ethical dilemmas faced by lawyers. "Searches without Warrants" (S. Jenkins), a lesson plan for grades 9-12, explores the questions "What is a reasonable search?" and "Can a search without a warrant ever be reasonable?" (JB)

ED 344 797 SO 020 378

Power: Constitutional Update. Bar/School Partnership Programs Series.
SPONS. AGENCY- Department of Education, Washington, DC. Office of

"Western Democracy and Eastern Europe" (Berlin, Germany, October 13-18, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; *Civics; *Constitutional History; Constitutional Law; *Democratic Values; Elementary Secondary Education; Multicultural Education; Political Attitudes; Political Issues; Political Science; Student Attitudes; *United States History
IDENTIFIERS- *United States Constitution

The core civic ideas that helped form a consensus around a United States Constitution in 1787 are the seeds that produce the civic culture of the United States today. Constitutionalism, republicanism, communitarianism, and classical liberalism were related ideas at the center of U.S. civic culture in the 1780s. Two hundred years later, with some modifications, these ideas continue to be the fundamentals of the contemporary civic culture in the United States. In general, people in the United States remain committed to the civic culture embodied by these principles. However, there are serious deficiencies, such as persistent intolerance of unpopular minorities, great indifference to responsibilities of participation for the common good, gross ignorance of constitutional principles combined with thoughtless reverence for the "American Creed," and finally, a declining interest in and sense of concern for the commonwealth, the national, and local communities that citizens share as members of a civil society. In order to contend with these deficiencies, civic education should be emphasized in all nationwide programs for improvement of teaching and learning in elementary and secondary schools. A number of recommendations in this regard are made, including the establishment of national standards for the teaching and learning of civics, which emphasize the origins and development of core ideas of the civic culture. Current efforts by some educators, made in the name of multicultural education, to separate and promote ethnic and racial group identities, place in jeopardy a common U.S. identity based on core civic ideas. A list of references is included. (DB)

ED 344 818 SO 021 898

Nelson, Cathy; And Others
Navigating the Quincentennial: A Question of Balance. Project.
SPONS. AGENCY- Minnesota Humanities Commission, St. Paul.
PUB DATE- 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Controversial Issues (Course Content); Educational Resources; Elementary Secondary Education; *History Instruction; *Multicultural Education; *Social Studies; *Teaching Methods; World History
IDENTIFIERS- *Columbus (Christopher); *Columbus Quincentenary; Inclusive Educational Programs

(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Equal Education; Females; Foreign Countries; Higher Education; Preservice Teacher Education; *Program Development; Rural Schools; Single Sex Schools; *Teacher Shortage; *Womens Education
IDENTIFIERS- *Pakistan

In Pakistan female students and teachers have much less access to education, both geographically and academically, than their male counterparts. For rural areas this inequity is even more severe. In light of the national government's policy to universalize primary education, the most critical shortage in the education system is for properly trained teachers, especially rural female teachers for rural schools. The concept of the project proposed in this paper is based on a balanced, innovative, and optimal use of a multi-mode and open learning system aimed at motivating female students to enter the teaching profession, particularly females in rural areas. The project promotes open learning systems using a conventional teacher training system, distance education, non-formal education, and a mix of these systems depending on the situation and clientele needs. A list of roundtable participants is attached. (IAH)

ED 344 840   SP 033 637

Stahlhut, Richard; And Others
The Douma School Project.
PUB DATE- Feb 92
NOTE- 16p.; Paper presented as a research project at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Cooperating Teachers; Elementary Education; *Experimental Programs; Higher Education; Interpersonal Communication; Mentors; Preservice Teacher Education; Research Needs; School Districts; *Student Teachers; Student Teacher Supervisors; *Student Teaching; *Time Factors (Learning)
IDENTIFIERS- *Collaborative Talk; Ottumwa Regional Center IA; Reflecting (Communication)

This study was conducted to compare and contrast the nontraditional placement of student teachers in a single school for an entire semester rather than the more traditional approach of placement in several buildings during the same time period. Student teachers (N=25) were assigned to the Ottumwa (Iowa) Regional Center. Of these, 19 were placed following the traditional approach, while the other 6 were assigned to the Douma School, selected as an experimental site. Data were gathered through observation and interviews of all professional personnel. Results suggest that advantages offered to Douma School teachers-in-training include: strengthened professional relationships among cooperating teachers, student teachers, pupils, and university supervisors; and expanded opportunities for collaboration, mentoring, reflection, collegiality, and bonding. In addition, student teachers were offered in-depth exposure to "real teacher" experiences such as assignment to teacher committees, placement on duty rosters, and inclusion in all inservice training. A disadvantage frequently reported was the inability to practice in another building and another environment for the purpose of starting over after having had

IDENTIFIERS- Bureau of Indian Affairs; Native Americans; *Navajo Reservation

For many people in the United States it is necessary and valuable to learn to live biculturally. This is specifically true of Native Americans, because they are one large group of peoples who desire to maintain their own identity, values, and cultural norms rather than be assimilated into the melting pot of America. In order to understand the complexity of bicultural education as seen from the perspective of American Indians, it is necessary to look at how education in America works and does not work for Indian students. This paper reviews the cultural differences between Indians and non-Indians, presents a brief summary of the history and political interaction between the Indian and non-Indian worlds, and reports on the development of various approaches to and trends in Indian education. It examines the Indian world view, spiritual views, sociological world view, economic system, and political world view. A discussion of Indian education explains the relationship of the Bureau of Indian Affairs with Indian peoples. Current trends in Indian education indicate that educators are demonstrating an increased awareness of the needs of children from other cultures. There are many programs designed specifically to educate Indian adults to become teachers of their own children. The paper concludes with a case study of a successful Indian teacher education program on the Navajo reservation in Arizona. (SM)

ED 344 858 SP 033 725

Pape, Sharon; McIntyre, D. John
Utilizing Video Protocols To Enhance Teacher Reflective Thinking.
PUB DATE- Feb 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Instruction; *Computer Assisted Instruction; *Education Courses; Elementary Education; Higher Education; *Interactive Video; *Introductory Courses; Preservice Teacher Education; *Protocol Materials; Teacher Education Curriculum; Teaching Skills; Theory Practice Relationship; Videodisks
IDENTIFIERS- *Reflective Thinking; Southern Illinois University Carbondale

In order for prospective teachers to become aware of the consequences of their actions and behaviors and to become more reflective about their teaching and their role as teachers, teacher education programs must incorporate interventions that allow novice teachers to become actively involved in the process of applying the theory of teaching to the practice of teaching. To facilitate this process, an interactive videodisc program was introduced into one section of an introduction to education course at Southern Illinois University at Carbondale (Illinois). The project was based on three constructs of learning: situated cognition, anchored instruction, and reflective judgment. The protocols consisted of videotaped recordings, made in local primary and middle school classrooms and later transferred to videodisc, of original and unrehearsed classroom sequences or related school events. To assess the effectiveness of the project, data were collected from pre- and post-tests, student logs, progress reports, and interviews with successful achievement, but which experiences are most important is not clear. (LL)

ED 344 878 SP 033 789

Stacey, Dennis C.; And Others
Evaluation of the Effectiveness of the North Carolina Teacher Performance Appraisal System (TPAS).
PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Evaluation Criteria; *Evaluators; *Formative Evaluation; Job Performance; Secondary School Teachers; State Departments of Education; State Surveys; *Summative Evaluation; *Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS- *North Carolina Teaching Performance Appraisal

The North Carolina Teacher Performance Appraisal System (TPAS) embodies both formative and summative evaluation of teachers, and is based on multiple observations and collection of data on teacher performance. This study was conducted to report on a survey of the effectiveness of the TPAS as perceived by 639 evaluators (Es) and 2,732 teacher-evaluatees (Ts). Results are largely in the form of descriptive statistics which compare responses from evaluators and evaluatees, and TPAS-only and concurrent career development units. Overall findings indicate that respondents: (1) tended to evaluate the TPAS positively, particularly the summative evaluation component; (2) generally accepted criteria in the appraisal system; and (3) were positive about the processes of teacher observation and conferencing, but somewhat less positive about postconference followup. Es perceived postobservation conferencing and postconference follow-up slightly more positively than did Ts; and Ts tended to evaluate the formative aspects and the implementation of the TPAS less positively than did Es. However, all perceived the system as contributing at least moderately to improved teaching. (Author/LL)

ED 344 879 SP 033 791

Stahlhut, Richard G.
Math Student Teachers: How Well Prepared Are They?
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Conference of the National Council of Teachers of Mathematics (Nashville, TN, April 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Educational Technology; Higher Education; *Instructional Effectiveness; *Majors (Students); Mathematical Applications; *Mathematics; *Mathematics Instruction; Required Courses; Secondary Education; *Student Teachers; Teacher Education Programs; Teaching Methods; Writing Across the Curriculum

This study was conducted to find out how well mathematics majors at the University of Northern Iowa were prepared in the foundations of effective teaching practices and how well they

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advance Organizers; Attitude Measures; *Classroom Techniques; Comparative Analysis; Control Groups; *Cooperative Learning; *Education Majors; Elementary Education; Experimental Groups; Higher Education; Instructional Effectiveness; Pretests Posttests; *Professors; Student Attitudes; Teacher Role; *Teaching Methods; *Undergraduate Students

The use of cooperative learning at the college level was studied by investigating whether different instructor intervention approaches would affect the achievement of college students using cooperative learning methods. Subjects were 97 undergraduate elementary education majors enrolled in three sections of a curriculum course at the University of South Florida (Tampa) College of Education during the second semester of the 1990-91 academic year. Nineteen learning teams were formed and randomly assigned to treatment conditions as follows: (1) directions and materials provided, but no instructor assistance (control group); (2) instructors provided advance organizers; and (3) instructors met with groups after sessions to answer questions and provide assistance. All treatment groups read the same materials and followed a similar schedule of activities. A pretest was followed by a posttest and an attitude questionnaire after the 2-week period. On the posttest, the control and follow-up discussion groups had nearly identical mean scores, with the mean for the advance organizer group more than two points higher. Students liked the cooperative learning situation, believed they learned the materials well, and preferred instructor assistance to the control condition. Results suggest that advance organizers may yield greater learning than do follow-up discussions. Five tables present study findings, and a 17-item list of references is included. (SLD)

ED 344 899 TM 018 197

Li, Weichang; Mitchell, Karen J.
Preliminary Investigation of the 1991 Medical College Admission Test Factor Structure.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; College Entrance Examinations; *College Students; Comparative Testing; *Factor Structure; Higher Education; Medical Schools; Physical Sciences; Problem Solving; Professional Education; Racial Differences; *Science Tests; Sex Differences; Test Results; *Test Validity; Thinking Skills; *Verbal Tests; *Writing Tests
IDENTIFIERS- *Medical College Admission Test; Test Revision

A substantially revised Medical College Admission Test (MCAT) was introduced in spring 1991. The new examination is designed to assess critical thinking skills, basic concepts and problem solving facility in science, and writing skills. This paper reports preliminary findings on the factor structure of the revised MCAT, which consists of four sections: Verbal Reasoning, Physical Sciences, Writing Sample, and Biological Sciences. It was found that a four-factor solution was appropriate for three samples (6,776 students, 1,699 students,

Black Secondary Students' Verbal and Mathematics SAT Scores.
PUB DATE- Apr 92
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For a related document, see TM 018 249.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; *Classroom Environment; Cognitive Ability; College Entrance Examinations; Grade 12; High Schools; *High School Seniors; Learning Processes; Mathematics Tests; Predictor Variables; *Scores; Self Concept; Sex Differences; *Student Motivation; Verbal Tests
IDENTIFIERS- Classroom Environment Scale (Fraser and Fisher); Multidimensional Motivation Instrument; *Scholastic Aptitude Test; Self Report Measures

The Multidimensional Motivation Instrument and the Classroom Environment Scale were used to examine the effects of the variables motivation (achievement motivation, academic self-concept, social self-concept, and emotional self-concept) and the classroom learning environment (involvement, affiliation, teacher support, task orientation, order and organization, and rule clarity) on the verbal and mathematics Scholastic Aptitude Test (SAT) scores of approximately 300 black high school seniors. The students took the SAT during the fall of the 1989-90 school year. Also studied were the effects of ability and sex on SAT scores. Multiple regression indicated that the motivation variable academic self-concept had significant positive effects on verbal and mathematics scores, but no other motivation variable had significant effects. The classroom learning variable order and organization had a significant positive effect on mathematics scores, but no other classroom variable had significant effects. Ability had the strongest positive effects on verbal and mathematics scores, while sex had a significant inverse effect on mathematics scores. Several significant sex differences were found for involvement, affiliation, and social self-concept. Results suggest a need for more systematic examinations of the achievement of black students in verbal and mathematics areas. One figure and 3 tables present study data, and there is a 59-item list of references. (SLD)

ED 344 918 TM 018 249

Payne, Oscar L.
The Effects of Learning Strategies on a Group of Black Secondary Students' Verbal and Mathematics SAT Scores.
PUB DATE- Apr 92
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For a related document, see TM 018 248.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Cognitive Ability; College Entrance Examinations; Grade 12; High Schools; *High School Seniors; *Learning Strategies; Mathematics Tests; Predictor Variables; Questionnaires; Regression (Statistics); *Scores; Sex Differences; *Student Motivation; Verbal Tests
IDENTIFIERS- Motivated Strategies for Learning Questionnaire; *Scholastic Aptitude Test

Using the Motivated Strategies for Learning Questionnaire, this

PUB DATE- 91
NOTE- 21p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English; German
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Communication; *German; *Grammar; Higher Education; Instructional Improvement; Instructional Materials; Second Language Instruction; Teaching Methods; *Technical Writing; *Tenses (Grammar); *Textbooks
IDENTIFIERS- Authentic Materials; *Passive Voice

A discussion of teaching the passive voice in second language programs considers underlying attitudes toward grammar and grammar teaching. It is noted that Business German textbooks do not incorporate notions of the thought-to-grammar-pattern relationship, even though the passive voice appears twice as often in technical as in nontechnical language. It is suggested that teachers and authors should give the passive more room in their upper level classes and texts because its role in Business German is significant. Although more research on cognitive patterns might suggest a better way to introduce the specific thought patterns or sociolinguistic contents the passive conveys, people in the field should at least experiment with contextually motivated ways of practicing it. Some teaching materials developed by one instructor are discussed, many of which use authentic German materials. Examples are appended. It is concluded that many of the ideas presented need further testing. (LB)

ED 344 475 FL 020 309

Tomizawa, Sadatoshi
Developing a Japanese Language and Culture Program for Business People and Students.
PUB DATE- 91
NOTE- 20p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Business Communication; College Faculty; *College Second Language Programs; Continuing Education; *Cultural Awareness; Higher Education; Intercultural Communication; *Japanese; Multimedia Instruction; Native Speakers; Outreach Programs; Peer Teaching; *Second Language Learning; State Universities
IDENTIFIERS- New York (Buffalo); *State University of New York Buffalo

In recognition of a need in the Buffalo area, the State University of New York at Buffalo (SUNY-Buffalo) established the Japanese Language and Culture Program for Business People and Students (JLCP) within the university's Center for Critical Languages. JLCP is a 3-year, 6-semester certificate program open to anyone with at least a high school diploma. The goal is to instruct and train participants in both spoken and written Japanese language communication skills, with emphasis on business Japanese, and in various aspects of Japanese culture with emphasis on business customs and practices. The program

Development; *Communicative Competence (Languages); Cultural Awareness; Curriculum Design; Elementary Secondary Education; Grade 4; Immersion Programs; Inservice Teacher Education; Language Teachers; Listening Comprehension; Program Evaluation; Public Schools; *Second Language Instruction; Self Concept; State Programs; *Student Evaluation; *Teaching Methods
IDENTIFIERS- Oneida (Language); *Oneida (Tribe); Wisconsin

Based on data collected during site visits in March 1978 to four Wisconsin school districts (Freedom, Pulaski, Seymour, and West DePere), this document evaluates a state project on Oneida language instruction. The project evolved from an expressed interest by Oneida Tribal members, elementary school children, and university students in learning and preserving their language and oral traditions, culture, and heritage. The report first describes meetings that focused on the continuation and possible expansion of the program so that eventually it would be offered in grades K-12 in those areas in which Oneida pupils are enrolled in public schools. Emphasis is on funding possibilities for the continuation. Visitation data are also reported, including: the time the teacher spent talking in English and in Oneida; the time the student spent talking in each language; types of techniques used (e.g., games, Gouin series, individual and choral practice, translation drill, listening drill); variety of techniques used; degree of student participation; and kinds of rewards used by the teachers. Program strengths are identified, including the comprehension level of fourth graders, and the six project goals are assessed in terms of the pedagogical procedures used. The two primary goals are to re-establish Oneida as a communication vehicle and as a transmitter of the culture. Recommendations for the future include implementation of a summer institute for the language teachers. Examples of communicative competence in listening and speaking are provided, including separate evaluation scales for assessing effort, fluency, quality, and quantity. (LB)

ED 344 498 FL 800 076

Focus: A Look at New Writers.
PUB DATE- Jan 90
NOTE- 65p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adult Basic Education; High School Equivalency Programs; *Literacy Education; *Personal Narratives; *Poetry; *Self Expression; Student Attitudes; *Student Developed Materials; Writing Exercises

A collection of writings by students in literacy, General Educational Development (GED), and pre-GED programs includes 48 personal narratives, biographical reports, stories, opinions, and poems, including two in Spanish with English translations. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 344 499 FL 800 271

Pecoraro, Diane; Phommasouvanh, Bounlieng
Limited English Proficient (LEP) Parent Involvement Project. Overview and User's Guide.
PUB DATE- 91
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Elections; Employer Employee Relationship; *Faculty College Relationship; Higher Education; Labor Legislation; *Labor Relations; Teacher Strikes; Trend Analysis; Union Members; *Unions
IDENTIFIERS- American Association of University Professors; American Federation of Teachers; National Education Association

This theme issue of the newsletter provides an analysis of faculty union organizing and agent elections involving the American Association of University Professors, the National Education Association, and the American Federation of Teachers and their local affiliates. Activity levels of independent unions, "no-agent" elections, decertification, legislation enacted and strikes are also reported. Additional demographic information and analysis are presented as part of an ongoing project to develop a directory of institutions and their status with relationship to collective bargaining. A large table presents a summary of all the elections held in 1991 noting agents elected, change in agent status, no-agent votes and first contracts signed. A conclusion notes that the three national faculty unions appear to be concentrating on membership services and not attempting to organize new faculty units due to lack of enabling legislation and the financial crises facing higher education. It goes on to note that most organizing efforts are directed at public sector institutions and that the defeat of a coalition at the University of Pittsburgh (Pennsylvania) marked the end of a long organizing effort at that institution. Tables and graphs present trends in faculty bargaining agents and collective bargaining agreements. (JB)

ED 344 518 HE 025 425

Albrecht, Douglas; Ziderman, Adrian
Funding Mechanisms for Higher Education: Financing for Stability, Efficiency, and Responsiveness. World Bank Discussion Papers.
PUB DATE- 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Developing Nations; *Educational Finance; Finance Reform; *Financial Policy; *Government Role; *Higher Education; Policy Formation; Politics of Education; Public Policy; Student Financial Aid

This discussion paper examines mechanisms through which governments allocate resources to higher education, particularly in developing countries, in order to establish effective means to transfer these subsidies to institutions. The discussion of funding mechanisms develops within the context of three major types of government restrictions which have had an impact on institutional behavior: (1) controlling student enrollments; (2) imposing high financial dependency on universities through prohibiting revenue diversification; and (3) imposing restrictions on the extent to which institutions are able to allocate their funding as they see fit. These restrictions have resulted in institutional deterioration. The challenge is to find a way to grant universities more autonomy over decision making while ensuring accountability to the providers of the funding. One solution is seen in the use of buffer funding bodies that lie between the government and the faculty, instructional, and institutional development. Papers and authors are as follows: "The Kahuna as Professional and Organizational Development Specialists" (Susanne Whitcomb and David Whitcomb); "Institutional Development: Impressions from Abroad" (Len Ainsworth and Einhard Rau); "Applying Japanese Management Techniques to American Higher Education" (Peter Seldin); "It's the Institution That Teaches" (George C. Helling and Barbara B. Helling); "Faculty Careers: Satisfactions and Discontents" (Mary Deane Sorcinelli); "A Theory of Effectiveness: Faculty Development Case Studies" (Ronald A. Smith and Fred S. Schwartz); "The Instructional Skills Workshop Program: An Inter-Institutional Approach" (Diane Morrison); "Critical Thinking in a Freshman Introductory Course: A Case Study" (Lynn L. Mortensen and Willis D. Moreland); "Improving Classroom Climate for Women: The Faculty Developer's Role" (Delivee L. Wright); "Faculty Exchanges as a Means of Renewal and Development" (Phyllis Zweig Chin); "Buyouts and a Career Transition Program as a Response to Retrenchment" (Carol A. Paul); "Learning in a Clinical Setting" (LuAnn Wilderson); "'It Ain't Necessarily So: Uncovering Some Assumptions About Learners and Lectures'" (Marilla D. Svinicki); "Academic Counseling Techniques" (Robert G. Piereleoni); "Teaching Students to Think: A Workshop Design" (Betty LaSere Erickson); "Small Groups in Large Classes" (Wendy Holmes); "Silk Purses" (Calvin B. Peters); "Group Problem-Solving Exercises: An Application in Economics" (Yngve Ramstad); "One Sentence Is Worth a Thousand: A Strategy for Improving Reading, Writing, and Thinking Skills" (Lois Cuddy); and "Techniques for Teaching Scientific Reasoning and Problem Solving" (James L. Fasching, Betty LaSere Erickson). References follow chapters. (GLR)

ED 344 538 HE 025 452

Svinicki, Marilla, Ed.; And Others
To Improve the Academy: Resources for Student, Faculty, and Institutional Development, 1986.
PUB DATE- Oct 86
NOTE- 211p.; For other volumes in this series, see ED 325 062-063 and HE 025 451-454.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; College Faculty; Educational Environment; Educational Improvement; Educational Strategies; *Faculty Development; *Higher Education; *Instructional Improvement; Program Development; Resource Allocation; Skill Development; *Teacher Improvement; *Teaching Methods; Undergraduate Study

This collection of papers, the fifth in an annual series, presents views of members of the Professional and Organizational Development Network in Higher Education on improving teaching and learning in higher education settings. Articles and their authors are as follows: "Reflections of a Practitioner: Ten Years of Professional and Organization Development" (William H. Bergquist); "Social Commitment: A Vision for Higher Education" (Sheryl Riechmann Hruska); "Coping with Resistance to Faculty Development" (Jim L. Turner, Robert Boice); "Using Qualitative Methods to Generate Data for Instructional Development" (Donald H. Wulff, Jody D. Nyquist); "Peripheral Programming: An Approach to Faculty Development" (Andy Farquharson); "The Place of Practice-Centered Inquiry in

(141)
DESCRIPTORS- *Counselor Training; Graduate Study; Higher Education; Masters Degrees; *Minority Groups; Models; *Program Descriptions; *Social Services; *Social Workers; State Colleges; Urban Areas
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *City University of New York Hunter College

This report describes a program, "Training Minority students for Work in Underserved Areas," at Hunter College in New York City, which aimed to help support, educate (to a Master's in Social Work degree) and retain minority social work professionals in service to underserved minority communities. The program aimed to: (1) unite professional development with a career interest in and commitment to serving low-income minority populations, (2) provide training in mental health services, and (3) teach participants to develop clinical and community outreach and support services within community-based multiservice agencies in urban communities. The program also sought to assist potential participants with a stipend program. During the first 3-year grant period, 1985-1988, nine students were recruited to the program, including six Hispanic women, two Hispanic men, and one Black woman. The training was considered a success by agency and school personnel alike. The program was able to combine program development, community outreach and planning assignments into the student's direct service practice responsibilities. Students learned to intervene in and ameliorate the organizational problems and lack of community resources that afflict poor clients. Six of the original nine students completed the program and found work in social agencies in the New York City area. (JB)

ED 344 556 HE 025 471

Parham, Iris A.; Wood, Joan
Geriatric Live Interactive Teleconferencing.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- Oct 85
NOTE- 26p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Geriatrics; *Graduate Medical Education; Higher Education; Models; Professional Continuing Education; Program Descriptions; State Universities; *Teleconferencing
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Virginia Commonwealth University

This document includes a successful model for implementing educational teleconferencing, the Geriatric Live Interactive Teleconferencing program at Virginia Commonwealth University (VCU). As a vehicle for continuing professional education, teleconferencing can transmit the latest information to large numbers of health professionals in a variety of settings. Participants are able to engage in interactive dialogue with faculty via live video broadcast and audio hookups. It also details the process and division of responsibilities for running the program and the cooperation of different offices and groups within the University necessary for producing the teleconferences. Also described here are six major functions constructed, and the amount and quality of student participation in class required, are teaching methods that directly influence student affective behavior as well as set the tone for the classroom environment. Instructional effectiveness is often contingent more upon instructor sensitivity to classroom dynamics than on the instructional presentation. Team teaching requires formative evaluations of each class in which the collaborators review class activities and discuss what seemed to work and what didn't. At the end of the semester, students complete a teaching evaluation form for each course. The results of student evaluations may influence changes to be made for future courses. Most students describe a positive reaction to team teaching, to the teaching methods developed, and the style adopted for the graduate courses. (DB)

ED 344 574   IR 015 522

Cook, William A.
How Should the New Technology Affect the Commission's Expectations for the Provision of Library Services at Off-Campus and External Degree Programs?
PUB DATE- Nov 91
NOTE- 10p.; Presentation to the WASC Commission, November 6, 1991.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *Access to Information; Continuing Education; Databases; *Distance Education; *Extension Education; Graduate Study; Higher Education; Information Sources; *Library Services; Microcomputers; Online Catalogs; *Online Systems; Optical Data Disks; Public Libraries; Undergraduate Study
IDENTIFIERS- OCLC; University of LaVerne CA

This discussion of the availability of information sources and resources to students in higher education and continuing education argues that extension education and distance education will become increasingly prevalent because people change jobs more frequently and require additional skills and knowledge for those jobs. Many institutions assume that programs delivered off campus are comparable to those delivered on campus, and that information resources needed to support such programs are also comparable. It is often necessary, however, to make special arrangements, either with the institution's library or with local public libraries, to offer supplemental resources to students. Such resources may include microcomputers connected to computer networks and databases, as well as other library services and instruction on how to access research information. Six recommendations are offered for the provision of library services at off-campus and external degree programs: (1) the institution providing the program should provide the appropriate information resources; (2) students should undertake research projects appropriate to the level of the degree program; (3) students should be able to learn to use libraries and electronic resources; (4) traditional views of library usage must change to acknowledge distance education students; (5) scrutiny must be applied to off campus programs as it is to on campus programs; and (6) students must use available library services whether they are public libraries or the delivering institution library. It is concluded that it may become possible to deliver information resources to students without providing access to the home campus library. (DB)

ED 344 575   IR 015 523

areas with inadequate services (e.g., staffing, book collection, materials selection policy, audiovisual collection, administrative certification, output measures); (4) community information and referral centers; (5) drug abuse information and prevention; (6) child care centers and provides; (7) urban and rural areas with high concentration of low-income families; (8) literacy programs; (9) literacy centers; (10) blind and physically handicapped; (11) handicapped; (12) institutionalized; (13) strengthening the capacity of the State Library Administrative Agency; (14) major urban resource libraries; (15) national/regional resource centers; (16) limited English-speaking; (17) services to senior citizens; (18) construction; (19) planning of cooperative resource sharing library networks; (20) establishing and operating library networks; and (21) the preservation cooperation plan. Supporting materials are appended, including a Louisiana State Library organization chart, 10 maps displaying demographic information, a list of members of the LSCA State Advisory Council on Libraries, and a statement of LSCA criteria, priorities, procedures and policies. (MAB)

ED 344 594 IR 053 997

Boyce, Judy, Ed.
"Summer Treasure: Find It at Your Library." 1991 Louisiana Summer Reading Program Manual.
PUB DATE- 91
NOTE- 554p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Activity Units; Adolescent Literature; Childrens Libraries; Childrens Literature; Guidelines; Intermediate Grades; Library Materials; Preschool Education; Primary Education; Program Development; Public Libraries; Public Relations; Reading Programs; Recreational Activities; Recreational Reading; *Summer Programs

Designed to help librarians plan a summer reading program, this activity guide presents many activities and organizational suggestions. The first section deals with publicity and public relations, while the second section covers story time activities for toddlers, preschool-kindergarten, first to third grade, fourth to sixth grade, non-graded, and program and workshop ideas for young adults. The third section presents ideas for special activities, crafts, costumes, drawing pages, films, games, puppets, and puzzles, as well as a bibliography of resource materials. The guide concludes with an evaluation questionnaire, a planning calendar, and a subject index. (MAB)

ED 344 595 IR 053 998

Downes, Valerie J.
Swedish School Library Programs: An American View.
PUB DATE- 89
NOTE- 6p.; For a related report, see IR 053 999.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Budgets; Elementary Secondary Education; Foreign Countries; Librarians; *Library Collection Development; Library

Media Effects; *Publicity; Public Relations; Rural Areas; Two Year Colleges
IDENTIFIERS- *Northland Pioneer College AZ

The Northland Pioneer College (NPC) Library staff has developed a media blitz strategy to publicize its services in rural Arizona. This strategy regularly draws upon a database of newspapers, radio stations, and cable television outlets in the area. Each week a different public service announcement is developed and sent out to agencies on the database. Announcements range from different types of information provided at the college libraries, to the availability of state and federal tax forms. The release material is never more than a page long and is printed on the college stationery. It is noted that this publicity approach has resulted in increased library usage. A copy of the mailing list database currently being used is attached. (MAB)

ED 344 614 IR 054 050

Humes, Barbara; Lyons, Carol Cameron
Library Literacy Program. Description of Funded Projects, 1990. Title VI, Library Services and Construction Act.
PUB DATE- Mar 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; Educational Technology; Federal Aid; *Grants; Information Dissemination; *Library Services; *Literacy Education; Public Libraries
IDENTIFIERS- *Library Services and Construction Act

This booklet provides a description of each of the 237 adult literacy projects funded in fiscal year 1990 by the Library Literacy Program, Title VI of the Library Services and Construction Act (LSCA). The projects are keyed to a list of over 90 literacy activities that could be offered by libraries, thus showing the scope of each project and enabling the reader to identify the libraries working in specific areas of interest. The first of three parts of this report provides an exhaustive list of literacy activities culled from all of the projects, including activities related to: students and tutors, training, literacy resources, literacy materials, specialized instruction, technology, targeted populations, coalition building and interagency cooperation, public awareness, evaluation, general services, and dissemination. Each of the activities listed is assigned a code. The second part of the booklet lists each of the projects alphabetically by state, and provides the name of the library, its location, the director's name, the amount of the grant, and the relevant activity codes. The analysis of fiscal year 1990 applications and grants presented in the third part provides statistics on the applications received and funded. (MAB)

ED 344 615 IR 054 184

Thomas, Robert L.; And Others
ERIC Annual Report--1991. Summarizing the Accomplishments of the Educational Resources Information Center.
PUB DATE- Nov 91
NOTE- 31p.; For the 1989 report, see ED 322 934.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

guidelines, a summary of recommendations of the Transfer Education Commission, partnership grant project directors, and the members of the grants review panel. (JMC)

ED 344 631   JC 920 197

McKinnon, Norma M.
A Comparison of Teaching and Learning Techniques by Teachers and Students at Northern Maine Technical College.
PUB DATE- Apr 92
NOTE- 198p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; Community Colleges; Comparative Analysis; Instructional Improvement; *Learning Strategies; Literature Reviews; Questionnaires; *Student Attitudes; *Student Characteristics; *Teacher Attitudes; *Teacher Characteristics; *Teaching Methods; Two Year Colleges
IDENTIFIERS- Northern Maine Technical College

In 1992, an evaluative study was conducted to describe systematically the characteristics of Northern Maine Technical College's (NMTC's) faculty and students with respect to specified teaching and learning variables. The study sought to determine and outline appropriate instructional improvement strategies for possible implementation at NMTC, using a case study research design. The study sample consisted of 209 full-time students and 36 full-time faculty. Conclusions, based on an analysis and comparison of the faculty and student data, included the following: (1) preferred teaching techniques of the NMTC faculty included lecture, written exams, questioning students, and homework; (2) the least favored teaching techniques of the NMTC faculty included panel presentations and debates, role-playing, independent study, and student presentations; (3) faculty's personality type affected the teaching techniques chosen for use; (4) teaching experience was not a factor in the frequency of use of certain teaching techniques by NMTC faculty; (5) NMTC faculty believed that the traditional didactic teaching methods, involving the giving of information and the application of knowledge, were the most beneficial for assisting NMTC students to learn; (6) NMTC students found predominantly teacher-centered learning techniques, such as "on-the-job" training and watching a demonstration as the most helpful to their learning; (7) NMTC students viewed predominantly student-centered learning techniques, such as giving a presentation in front of the class or leading a class discussion, as not helpful to learning; and (8) gender differences existed in the ways students preferred to learn, and age and marital status did influence the way students learned. Appendixes provide the survey instruments, a sketch of personality types, and notes on teaching techniques. (JMC)

ED 344 632   JC 920 198

Banks, Debra L.
The Impact of the Organizational Environment on the Community College Transfer Function.
PUB DATE- Apr 92
NOTE- 42p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

the PDE system to continually define educational goals and ways to meet these goals through the recognition of strengths and areas needing improvement. The system utilizes the following major features: (1) the delineation of specific areas of faculty activity including primary duties (i.e., teaching and counseling), professional development, and service to the college; (2) specific PDE criteria for each of the delineated areas, with judgments regarding performance deriving from student opinions, self assessment and peer reviews, and supervisor assessments; (3) specific tools and procedures for PDE in the areas of classroom observation/faculty review, instruments for student evaluation of faculty, annual self-assessment review, and annual summary evaluation; and (4) PDE annual evaluation procedures which include meetings between faculty members and respective deans to set professional goals and plan performance evaluations. All faculty members may appeal their evaluation through a standing committee. Extensive appendixes provide examples of materials used in the instructional review, the student evaluation of teacher effectiveness, the annual faculty self-assessment, the annual summary evalatuion, and the performance rating. (JSP)

ED 344 648 JC 920 220

Lee, Beth S.
Measures of Progress: Student Follow-Up, Spring 1991 (with Selected Trends, 1984-1991).
PUB DATE- Apr 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; College Outcomes Assessment; College Transfer Students; Community Colleges; Educational Attainment; Educational Attitudes; *Educational Trends; *Education Work Relationship; Followup Studies; *Outcomes of Education; Retraining; School Effectiveness; *Student Educational Objectives; Student Mobility; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- Los Rios Community Collee District CA

The Los Rios Community College (LRCC) District conducted student follow-up surveys annually from 1984 through 1987 and biennially since then. These surveys are designed to determine the educational goals of the students, current employment and/or educational status, and whether LRCC's offerings had met their individual needs. Each survey population included all graduates and certificate earners plus a cohort of nongraduates selected on the basis of Vocational Education Data System guidelines. The spring 1991 survey was mailed to 5,744 former students, and responses were returned by 2,541. Respondents included 1,087 students whose goal was primarily to earn university transfer credit, 649 occupational preparation students, 324 occupational retraining students, and 481 personal interest students. Study findings included the following: (1) almost 69% of the students who enrolled to earn transfer credit had transferred to a university by the time of the survey, and almost 68% of this group were employed; (2) among the respondents who had enrolled to prepare for a new job, more than 84% were employed, and 76% of the employed respondents who provided employment data were working in jobs related to their community college training; (3) of the group who had enrolled to improve existing job skills, more than 53% had earned an associate degree or certificate; and (4) among access to the play program, but only a few are able to participate in individual sessions with a hospital play specialist. The first case study described in this report is that of a 3-year-old child who required only minor surgery, but who associated hospitals with death, separation, and acute illness due to experiences of several family members. His avoidant behavior was overcome by means of play on medical themes and the involvement of other members of his family. The second case is that of a 6-year-old developmentally delayed boy whose emergency surgery resulted in an extended stay with postsurgical complications. His unexpected admission, and the frightening circumstances surrounding it, caused him to withdraw and revert to babyish behavior. But 11 sessions of play therapy using role-playing enabled him to progress. The third case study is that of a 4-year-old boy who had congenital problems requiring repeated corrective surgery and who was fearful of hospitals and refused to be examined by a physician. His free play represented symbolic themes common in the play of hospitalized preschoolers, including helplessness, powerlessness, separation, and lack of control or autonomy. Contains 18 references. (LB)

ED 344 666　　　　PS 020 434

Mazur, Elizabeth; Wolchik, Sharlene
The Mother-Child Relationship and Children's Appraisals of Negative Divorce Events.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (Tempe, AZ, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Attachment Behavior; *Children; Discipline; *Divorce; Fatherless Family; *Mothers; *Parent Child Relationship; Security (Psychology); *Social Support Groups; Stress Variables
IDENTIFIERS- Hypothetical Questions

This study examined associations between children's and mothers' perceptions of their relationships and children's biased appraisals of hypothetical negative divorce events. Such appraisals have been found to predict children's psychological adjustment. Subjects were 38 custodial, divorced mothers who had not remarried, and their children, of 8 to 12 years of age. There was a significant correlation between children's scores on a scale of negative cognitive errors and their reports of their mothers as rejecting, as providing less support than other mothers, and as unavailable to give support. Children's scores also correlated with mothers' reports of increased inconsistency about discipline. Children's scores on a scale that measured positive illusions (high self-regard, the illusion of personal control, and optimism for the future) correlated significantly with their reports of their mothers as being supportive of their problems and their feelings, and as providing support. Again, scores also correlated with mothers' reports of being inconsistent about discipline. Results suggest that an unsupportive and rejecting mother-child relationship may contribute to children's negatively biased appraisals of stressful divorce-related events, and that a supportive mother-child relationship may give a child the security to appraise divorce stressors in a more adaptive and less threatening manner. Appended are eight references. (Author/GLR)

Nineteen studies of the use of reciprocal teaching to help students improve their comprehension of texts are reviewed. The studies are grouped according to the type of instructional approach used, the type of student involved, and the type of outcome measure used. Two main approaches are identified: (1) reciprocal teaching only, in which the instruction consists of models, prompts, and hints, and instruction occurs in dialogues between the teacher and student; and (2) explicit teaching before reciprocal teaching (ET/RT), in which there is extensive teacher-led instruction in cognitive strategies before dialogues begin. Results in the studies were usually more significant when ET/RT instruction was used than when reciprocal teaching only was used. Results were usually nonsignificant when below-average students were taught, but significant with all other students. Results were usually significant when experimenter-developed tests were used, but nonsignificant with standardized tests. Questions that emerged from analysis of the studies concerned the best cognitive strategies to teach; the best settings for teaching cognitive strategies; the best prompts and instructional procedures for teaching the strategies; the type of students for whom the teaching of the strategies is most effective; and the best outcome measures to use. Four tables provide results from the studies, and two tables list and categorize the studies. Contains 31 references. (LB)

ED 344 684 PS 020 499

Asayesh, Gelareh; And Others
Listening to Mothers' Voices: A Reporter's Guide to Family Literacy.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 92
NOTE- 35p.; Pre-publication copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; Blacks; *Disadvantaged Youth; Early Childhood Education; Elementary Secondary Education; *Family Environment; Family School Relationship; Hispanic Americans; Hmong People; Immigrants; Inner City; *Literacy; *Mothers; *One Parent Family; *Parent Child Relationship; Parents as Teachers; Poverty; Quality of Life; Rural Areas; School Involvement; Vietnamese People; Whites
IDENTIFIERS- Appalachia; *Family Literacy; Kentucky; Maryland (Baltimore); Oregon (Portland); South Carolina (Charleston); Texas (Dallas)

Prepared by the national professional association of education reporters, this publication contains five articles that emphasize stories about mothers' crucial roles in their children's literacy. Reporters in five different parts of the United States sought out and interviewed young mothers with school-age children. "An Overview: Mothers' Voices" (Anne C. Lewis), is followed by "Rural Kentucky: Dreams Derailed by Poverty" (Jamie Lucke), which concerns white mothers raising children on their own in a rural Appalachian county in Kentucky. "Charleston, S.C.: Trying To Break the Chain" (Herb Frazier) concerns a black mother in a South Carolina urban area. "Baltimore, Md.: Aching To Do Better" (Gelareh Asayesh) relates stories about two- and three-generation, single-parent,

ED 344 703 RC 018 377

Church, Audrey P.
The Impact of Information Access in Southside Virginia High School Library Media Centers.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Educational Technology; English Departments; High Schools; Interlibrary Loans; *Library Networks; Library Surveys; *Online Catalogs; *Rural Schools; *School Libraries; Teacher Attitudes; *User Satisfaction (Information)
IDENTIFIERS- Virginia

Telecommunications networks were placed in 16 rural high school library media centers in 12 southside Virginia counties. With these units, the high school media centers are able to access the online public access catalog at Longwood College, the Lancaster Library's VTLS (Virginia Tech Library System) database. If a needed book is found, a request is then made online. The books arrive in the mail several days later. A survey was conducted of the 16 library media specialists and the English teachers in each of the schools to determine if information access had made a measurable impact on the network high school library media centers. Results showed that online access to an academic card catalog and the resulting interlibrary loans did not: (1) stimulate circulation of the school library media centers' own materials; (2) increase the number of class research visits; or (3) increase the number of assignments English teachers made. Online access did appear to improve the variety of assignments English teachers can make, the attitude of English teachers toward the library media center, and ratings by English teachers of the adequacy of the library media centers' collections. Overall, networking has had a positive impact on school library media centers and the services which they can offer their patrons. Further surveys should target other subject area teachers and students. (KS)

ED 344 704 RC 018 466

Results of the Florida Pre-Conference to the White House Conference on Indian Education (Hollywood, Florida, Septebmer 24-25, 1991).
PUB DATE- 8 Oct 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; Change Strategies; Conference Proceedings; *Educational Improvement; Educational Needs; Elementary Secondary Education; *Federal Indian Relationship; *Federal Programs; Higher Education; Postsecondary Education; Preschool Education
IDENTIFIERS- *Florida

This document summarizes the 1991 Florida Pre-Conference to the White House Conference on Indian Education (WHCIE). The Florida Governor's Council on Indian Affairs, Inc. (FGCIA, Inc.), serving as the WHCIE contact for Florida, prepared American Indian education recommendations to the WHCIE. Of the 114 individuals who were invited to serve as delegates, 86 budgets, levies, and enrollments of small, rural schools (Class "C") in Montana for fiscal year 1991-1992. The average enrollment of 82 elementary schools was 128 students; the average enrollment of 82 high schools was 58. The average total enrollment of Class "C" schools was 186 students. Other information included in the comparisons are: (1) taxable valuation of elementary schools and high schools with average number belonging (ANB); (2) guaranteed tax base for district per mill for the elementary and high school level; (3) ANB budget figures for elementary and high school levels; (4) elementary and high school general fund budgets without special education; (5) elementary and high school cost to general fund per ANB without special education; (6) elementary and high school permissive mills; (7) elementary and high school permissive levy as a percentage of general fund; (8) elementary and high school voted mills; (9) elementary and high school voted mills as a percentage of general fund; (10) elementary and high school general fund reserve as a percent of general fund; (11) elementary and high school cost to general fund per student without special education; (12) elementary and high school special education budget and full time employment personnel; (13) elementary and high school transportation cost per enrollment figure; (14) elementary and high school teacher salaries as a percent of total general fund; (15) elementary and high school teacher/enrollment ratio; (16) teacher salary schedules for bachelor and master degrees; (17) highest salary on negotiated levels; and (18) summary of non-certified staff and extra duty items. Addendum includes salary amounts for instructional aides, non-certified staff, and extra duty salaries listed by school. (LP)

ED 344 723   RC 018 638

Chapter 1 & Migrant Education in North Carolina 1989-90.
PUB DATE- Aug 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; Delivery Systems; Educationally Disadvantaged; Elementary Secondary Education; *Evaluation Criteria; *Migrant Education; Migrant Programs; *Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- *ECIA Chapter 1 Migrant Programs; Education Consolidation Improvement Act Chapter 1; *North Carolina

This report evaluates program activities of Chapter 1 and migrant education in North Carolina during 1989-90. Data used in compiling the migrant education report were obtained from local project directors, the Migrant Student Record Transfer System (MSRTS), the Annual Testing Program, LEA monitoring reports, and from instruments and forms devised by agency staff. A total of 1,338 schools (68.6%) and 10 institutions for delinquent children provided Chapter 1 services to 114,687 students. The program was evaluated in terms of administration, participants served, instruction delivered, staff employed, funds expended, and student achievement in reading and mathematics. The findings of the evaluation indicate that Chapter 1 programs were widely available and were successful in meeting the academic needs of educationally deprived children. Recommendations include: (1) to continue to focus on areas designated as program priorities; (2) to strengthen program evaluation efforts; (3) to secure additional funding; and (4) to promote parental involvement. The evaluation addressed

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Environmental Education; Geology; Grade 7; Grade 8; *Groundwater; Hazardous Materials; Junior High Schools; Recycling; *Resource Materials; Science Education; Wastes; Water Pollution; *Water Quality
IDENTIFIERS- *Iowa

These resource materials are a part of a larger plan for groundwater education, as detailed in the Iowa Groundwater Education Strategy. The six units are arranged in priority order. The first unit covers the basics of groundwater and hydrogeology in Iowa. The other five units cover Iowa's groundwater issues in priority order, as outlined in the Iowa Groundwater Protection Strategy 1987. Within each unit are a list of objectives, background information, and some activities. Many of the illustrations are a full page to allow teachers to make an overhead transparency for discussions. In each activity the title is followed by suggested subjects (earth and/or life science; all activities could be appropriate for general science) and an "average" length of time. The Quick Summary, Objectives, and Materials listings follow. The Printed/AV Materials section lists supplementary pages following the activity that could be used to make overhead transparencies, worksheets, etc. Other audiovisual materials that could be obtained may also be listed there. Sometimes more background is given in the Teacher Information section. The Procedure, Alternative, and Extensions all give ideas about how to implement these activities in a classroom. Six plexiglass groundwater models and a set of six groundwater posters accompany the set of GREAT materials when ordered from the Conservation Education Center. following topics are covered: (1) hydrology; (2) fertilizers and pesticides; (3) abandoned waste sites and landfills; (4) leaking underground storage tanks and hazardous materials handling and transportation; (5) direct paths of contamination; and (6) land-applied wastes and sewage treatment. More information on the water of Iowa, hazards of household products, publications on groundwater from the Department of Natural Resources, recycling directory, and information on composting are appended. (KR)

ED 344 743 SE 052 441

Chapter 1 Corrective Mathematics Program 1989-90. OREA Report.
PUB DATE- Jul 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; Evaluation Methods; Government School Relationship; *Mathematics Achievement; Mathematics Education; Measures (Individuals); *Parent Participation; Parent Teacher Cooperation; Parent Workshops; Private Education; *Private School Aid; Private Schools; *Program Evaluation; *Remedial Instruction; *Student Evaluation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The Chapter 1 Corrective Mathematics Program provided supplementary mathematics instruction to Chapter 1-eligible students in New York City nonpublic schools. Its goals were to strengthen students' understanding of mathematical concepts, to improve their ability to perform computations and solve

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Animals; Classroom Environment; Curriculum Guides; *Elementary School Science; Foreign Countries; *Grade 1; Matter; Primary Education; *Process Education; Science Activities; Science Instruction; *Scientific Concepts; Student Attitudes
IDENTIFIERS- Concept Maps; Manitoba; *Scope and Sequence

This guide is one of a set of 10 science guides, each covering a separate grade in Manitoba, together covering kindergarten through grade 9. The guides have been designed to provide a framework for building scientific concepts and developing the learning of process skills. They replace an earlier set of guides dated 1979. Each guide is essentially the same through the first 16 pages, after which the core units vary appropriately for each academic level. Three themes and units within those themes which are carried through the K-4 program include: (1) environmental interdependency and interaction--animals are living organisms/people are living organisms (grade 1); (2) matter and energy--properties of matter (grade 1); and (3) earth, time and space--comparing and measuring events (grade 1). (AA) (KR)

ED 344 761 SE 052 726

Science: Grade 2. Interim Guide.
PUB DATE- 91
NOTE- 107p.; For other individual guides, Kindergarten through Grade 9, see SE 052 724-733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Animals; Classroom Environment; Curriculum Guides; *Elementary School Science; Foreign Countries; *Grade 2; Light; Measurement; Primary Education; *Process Education; Science Activities; Student Attitudes
IDENTIFIERS- Concept Maps; Manitoba; *Scope and Sequence

This guide is one of a set of 10 science guides, each covering a separate grade in Manitoba, together covering kindergarten through grade 9. The guides have been designed to provide a framework for building scientific concepts and developing the learning of process skills. They replace an earlier set of guides dated 1979. Each guide is essentially the same through the first 16 pages, after which the core units vary appropriately for each academic level. Three themes and units within those themes which are carried through the K-4 program include: (1) environmental interdependency and interaction--living organisms in the environment (grade 2); (2) matter and energy--flotation-a property of matter (grade 2); and (3) earth, time and space--light and shadows/measuring time, objects and position (grade 2). (AA) (KR)

ED 344 762 SE 052 727

Science: Grade 3. Interim Guide.
PUB DATE- 91
NOTE- 127p.; For other individual guides, Kindergarten through Grade 9, see SE 052 724-733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

a preface describing the rational for transforming the mathematics classroom into a sense-making experience with new roles for both the student and teacher. The book presents 15 fifth-grade activities that have been infused with an investigative flavor, exploring both traditional and new topics in four areas: (1) Patterns; (2) Number Sense; (3) Making Sense of Data; and (4) Geometry and Spatial Sense. Margin notes give additional information on the activities and on such topics as student self-confidence, evaluation, and grouping. (MDH)

ED 344 779 SE 052 897

Professional Standards for Teaching Mathematics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 91
NOTE- 196p.; Prepared by working groups of the Commission on Teaching Standards for School Mathematics. For a related document, see ED 304 336.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Classroom Environment; *Discussion (Teaching Technique); Educational Change; Educational Environment; Educational Innovation; Elementary Secondary Education; Higher Education; Mathematics Education; *Mathematics Instruction; Mathematics Materials; Professional Development; *Standards; Student Evaluation; Student Role; Teacher Behavior; *Teacher Education; *Teacher Evaluation; Teacher Role; Teacher Student Relationship; Teaching Guides; *Teaching Methods
IDENTIFIERS- *National Council of Teachers of Mathematics

This document, together with an earlier document, "Curriculum and Evaluation Standards for School Mathematics," is designed to establish a broad framework to guide reform in school mathematics in the next decade. These standards spell out what teachers need to know to teach toward new goals for mathematics education and how teaching should be evaluated for the purpose of improvement. An introduction describes the background and rationale for the document, the teachers as key figures in the proposed changes, major shifts from current practice in mathematics education, what the phrase "all students" refers to in the document, and the components of the Professional Teaching Standards. The following section, "First Steps," introduces the reader to the annotated vignettes that are used throughout the document to elaborate the visions of teaching, the evaluation of teaching, and professional development. The next four sections present: (1) Standards for Teaching Mathematics, (2) Standards for the Evaluation of the Teaching of Mathematics, (3) Standards for the Professional Development of Teachers of Mathematics, and (4) Standards for the Support and Development of Mathematics Teachers and Teaching. Each section contains an introductory overview, a discussion of the underlying assumptions for those standards, and elaboration of the standards. The final section, "Next Steps," discusses issues involving the different components of teacher education that will need to be addressed in order to implement the standards. (MDH)

ED 344 780 SE 052 904

Science & Engineering Indicators - 1991. Tenth Edition.
PUB DATE- 91
NOTE- 587p.; For the 1987 and 1989 indicators, see ED 294 746 and ED 316 444.

Law-Related Education.
PUB DATE- 88
NOTE- 25p.; For related documents, see EJ 335 155, and SO 020 368-377.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Curriculum Enrichment; Elementary Secondary Education; *Federal Government; *Governmental Structure; *Law Related Education; Learning Activities; Lesson Plans; Power Structure; Social Studies; State Government
IDENTIFIERS- American Bar Association; *Separation of Powers; *United States Constitution

The fourth in a special series of handbooks dealing with constitutional themes, this document looks at power in the context of the U.S. Constitution. "The Constitution's Prescription for Freedom" (L. Peach) examines the separation of powers provided for in the Constitution. "The Concept of Power" (C. Roach) is a series of strategies, some using children's literature, for teaching students in grades K-6 about power. "Legislators, Police Officers, and Judges" (Utah Elementary LRE Program) is a lesson plan for grades 4-5 that helps students place public officials into three categories (rule-makers, rule-enforcers, and rule-appliers) corresponding to the three branches of government. "The Presidency" (C. Yeaton; K. Braechel) is a lesson plan designed primarily for 4th graders, but suitable for use with students through grade 6. It helps students understand the role and responsibilities of the president. "Authority" (Law in a Free Society), for grades 7-9, is a lesson designed to help students recognize that the consent of the governed is the ultimate source of authority in the U.S. political system. "Tides of Power" (J. Daly) is a lesson plan designed to show the sources of power under federal and state systems of government and is appropriate for secondary students. "When the Constitution Isn't Enough" (R. S. Peck) examines the importance of state constitutions as they relate to the federal Constitution. "Comparing State and Federal Constitutions" (L. Peach) is a lesson plan on the same topic for secondary students. (JB)

ED 344 798 SO 021 304

Ranaweera, A. Mahinda
Relevance, Balance and Integration of the Content of General Education: Achievements, Trends and Issues. A Synthesis. UIE Reports.
PUB DATE- 90
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Design; Curriculum Development; *Educational Needs; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *General Education; Higher Education; *Holistic Approach; *Integrated Activities; Interdisciplinary Approach; *Relevance (Education); *Teacher Education; Teaching Methods
IDENTIFIERS- UNESCO

This paper synthesizes the findings and conclusions of reports from previous studies carried out by Unesco's Institute for Education concerning issues of integration, balance, and

The 1992 quincentenary marking the 500th anniversary of the Columbus voyage to the present-day Americas provides an opportunity for teachers to employ materials and methods that reflect inclusive educational principles. Inclusive education involves helping students and staff to gain an understanding and appreciation of all groups present in the local, national, and global communities. It offers students and staff learning and teaching opportunities that reflect the wide range of contributions by and roles open to people similar to and different from themselves. The goals of this project were to identify (1) issues the Quincentennial presents classroom teachers; (2) opportunities to use this event to embrace "teachable moments," particularly to model inclusive education; (3) curriculum and resources, including sample lessons; and (4) teachers interested in engaging in conversations about the teaching of social studies. The document is divided into the following sections: project description, goals of the project, framing the issues, did you know, classroom opportunities, conversations among teachers of the social studies, lesson plans (17 are included), teacher to teacher, history day in Minnesota, suggested activities, annotated bibliography, resources, watch for these, "The History of 1492: Textbook Checklist"; "Checklist: 1492-1992 Curricular Materials"; "Celebrating Columbus' Voyage: A Case of Historical Amnesia" (W. R. Buffalohead); "A Note of Tainos: Whither Progress?" (J. Barreiro); and "Discovering Columbus: Rereading the Past" (W. Bigelow). (DB)

ED 344 819   SO 021 899

Parker, Franklin
Significant U.S. 20th Century Education Books: Biblio-Historical Essay.
PUB DATE- 12 Aug 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Change; *Educational Development; *Educational History; Educational Objectives; *Educational Theories; *Educational Trends; Elementary Secondary Education; *Foundations of Education; Higher Education; Open Education; Periodicals; Progressive Education
IDENTIFIERS- *Twentieth Century

Presented in historical context, the books listed in this annotated bibliography offer insights into professional education concerns and can help teachers know about the great ideas and themes of their field, and what the best and most provocative books are today. The bibliography begins with books that list and annotate topically selected best education books, such as "American Education: A Guide to Information Sources" by Richard C. Durnin which has annotated entries under 108 subject-headings from academic freedom to women's education. Specific books and reports are listed under the categories: Turn of the Century, 1890-1918; Progressive Education Era; PEA's 8-Year Study, 1933-41; Social Reconstructionists, 1930s-50s; Conant Reports, 1950s-60s; The New Learning, 1960-70s; Open Education, 1965-75 (Neo-Progressives); Revisionists, Pro and Con; Lyndon B. Johnson, The "Eager Education President"; Ronald Reagan - The "Reluctant Education President"; and President Bush and America 2000. Several overviews of education history also are identified and annotated together with suggestions for locating articles and journals on current education issues. (KM) the benefit of some teaching experience. Further research utilizing this paradigm is recommended. (LL)

ED 344 841 SP 033 644

Sparapani, Ervin F.; And Others
Middle Grades Teaching: Classroom Influences of Emerging Family Patterns.
PUB DATE- Feb 92
NOTE- 24p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Classroom Environment; Cultural Influences; Cultural Pluralism; *Family Influence; Intermediate Grades; Junior High Schools; *Middle Schools; Surveys; *Teacher Attitudes; *Teacher Student Relationship

Data were gathered from 221 middle and junior high school teachers in 4 states (Alabama, Georgia, Michigan, Pennsylvania) and in schools located in 4 socioeconomic categories (urban, urban/inner city, suburban, rural). The teachers were surveyed to determine their attitudes about changing demographics of their pupils, knowledge of cultural differences, and processes used to foster an understanding of cultural differences and nurture a school family. Conclusions drawn from the data include: (1) families rather than pupils, have a strong influence on the success of pupils in classes; (2) teachers disagree that pupils seem to have more problems in school if both parents are employed outside the home; (3) it is important to develop a family climate in the classroom and to maintain positive relationships with families of students; (4) information on cultural diversity found in textbooks needs to be expanded, but teachers may not always do this; and (5) teachers indicate that they understand the cultural uniqueness of ethnic groups in the United States. The survey questionnaire, "Survey of Emerging Family Patterns in Junior High/Middle Schools," is included. (IAH)

ED 344 842 SP 033 672

Cotton, Eileen Giuffre; Fischer, Charlotte Rice
School and University Partners in Education: The Selection and Preparation of Effective Cooperating Teachers.
PUB DATE- Feb 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Mentors; Preservice Teacher Education; *Student Attitudes; Student Teachers; Student Teaching; *Teacher Evaluation; *Teacher Selection; *Teaching Skills
IDENTIFIERS- *Partnerships in Education

Because of the potentially significant effect that cooperating teachers can have on student teachers' philosophy, teaching strategies, and classroom behaviors, it is imperative that the 14 student participants. The data seem to indicate that the interactive videodisc project was a success in improving students' ability to analyze critical classroom events. Students perceived that the interactive videodiscs made them more reflective in their analysis of classroom life. (IAH)

ED 344 859   SP 033 727

Petkofsky, Ruth B.; And Others
Field Experience Goes Both Ways: Exchange of Visits by Suburban University Students and Urban Elementary Students.
PUB DATE- Feb 92
NOTE- 19p.; Letters in appendix are handwritten. Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *Education Majors; Elementary Education; Field Experience Programs; Higher Education; Inner City; *Minority Group Children; Preschool Education; Preservice Teacher Education; Program Design; Program Evaluation; Program Implementation; *Student Needs; *Suburban Environment; Urban Education; *Urban Environment
IDENTIFIERS- *Campus Visits; Pennsylvania (Philadelphia); *West Chester State College PA

West Chester University (Pennsylvania) set up a project designed to meet the seemingly diverse yet very similar needs of teacher education students and inner city children. Prospective teachers must begin to value and effectively serve more diverse populations, and the relationship between campus and the real world needs to be strengthened. Children in an urban environment have a need to become aware of the wider world and the kinds of opportunities that are available to them. This project provided field experience in an inner city teaching and learning environment early in a professional teacher preparation program, and it provided elementary school students with direct experience in a higher education suburban institution early in their lives to help them begin to build self images in an environment other than the one they know. The needs, goals, preparation, experiences, evaluation, and implications for both prospective teachers and young children are outlined. Five letters written by inner city youngsters thanking the Dean of the College of Education for the experience of visiting campus are appended. (LL)

ED 344 860   SP 033 735

Middleton, Ernest J., Ed.; And Others
Recruitment and Retention of Minorities in Education: The Impact of Nationwide School Reform on the Recruitment and Retention of Minorities. Proceedings of the National Conference on the Recruitment and Retention of Minority Students in Teacher Education Programs (5th, Lexington, Kentucky, January 13-15, 1991).
PUB DATE- Jan 91
NOTE- 234p.; For other proceedings of this conference, see ED 301 535, and SP 033 689-691.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College School Cooperation; Cultural Awareness;

performed during the student teaching experience. Data were gathered from mathematics student teachers (N=22) who were observed, interviewed, and asked to keep daily journals. Results suggest that mathematics teacher education students: (1) be required to create practical problems for pupils for every mathematics course in grades 7-12; (2) be required to take a course that deals with writing across the curriculum so they can better incorporate English into their classroom instruction; (3) spend time working with and investigating the use of technology in classroom instruction; and (4) enroll in course work outside the department of mathematics that focuses on the general methods of effective teaching. (LL)

ED 344 880   SP 033 792

Chamberlain, Craig, Ed.
Completed Research in Health, Physical Education, Recreation & Dance, Including International Sources. Volume 33--1991 Edition.
PUB DATE- 92
NOTE- 191p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Dance; Doctoral Dissertations; Elementary Secondary Education; Graduate School Faculty; *Health Education; Higher Education; Indexes; Masters Theses; *Physical Education; *Recreation; Research Reports; Research Universities
IDENTIFIERS- *AAHPERD; Compilations

This compilation presents research completed in the areas of health, physical education, recreation, dance, and allied areas during 1990. The research is organized into two sections. The first, Index to Abstracts, arranges references under subject headings in alphabetical order. Instructions for using the index are given at the beginning of the section. The second, Theses Abstracts, includes master's and doctor's theses from institutions offering graduate programs in health, physical education, recreation, dance, and allied areas (institutions reporting are listed). Most references are accompanied by abstracts of the research, and all are numbered in alphabetical order according to institution. Names of institutional representatives submitting abstracts are indicated in parentheses after the names of the institutions, and names of major professors are in parentheses after each reference. Also included is a listing of abbreviations appearing in the abstracts. (LL)

ED 344 881   SP 033 795

Zeichner, Kenneth M.
Connecting Genuine Teacher Development to the Struggle for Social Justice. Issue Paper 92-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Improvement; Elementary Education; Excellence in Education; *Faculty Development; Higher

and 2,336 students, respectively) selected from three forms (Forms 952, 773, and 105, respectively) administered in spring 1991. A verbal reasoning factor and a writing factor were clearly defined in all analyses. A physics/chemistry factor and a biology factor were found for the total group, White group, and males. A general science factor was found for females, Asians, and Blacks. Factor correlations were compared to correlations between approximately comparable reported scores, and patterns were consistent. Results suggest that the verbal reasoning and writing sample sections have the anticipated internal structures. Because organic chemistry variables load with variables from the physical sciences section rather than the biological sciences section, science variables bear further examination. Additional research on the construct validity of the MCAT is planned. Seven tables present study data. (Author/SLD)

ED 344 900 TM 018 201

Gearhart, Maryl; And Others
Writing Portfolios at the Elementary Level: A Study of Methods for Writing Assessment.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Evaluation Methods; Grade 1; Grade 3; Grade 4; *Holistic Evaluation; Intermediate Grades; Interrater Reliability; *Portfolios (Background Materials); Qualitative Research; *Scoring; Test Construction; Writing (Composition); *Writing Evaluation
IDENTIFIERS- Apple Classrooms of Tomorrow; Empirical Research; Large Scale Programs

Portfolio assessment was investigated as a method of evaluating elementary school students' competence in writing. The study comprised an empirical study of the utility and meaningfulness of using a holistic/analytic scoring rubric to score students' portfolios and a qualitative analysis of scoring approaches drawing on raters' critiques of the analytic scoring method. The site was an elementary school participating in the Apple Classrooms of Tomorrow project. Portfolios were composed of a working file and a smaller showcase file of students' best pieces (student-selected). The scoring rubric was a well-validated system with subscales reflecting key aspects of competent writing. Interrater agreement was determined for three raters evaluating standard writing assessments, students' portfolios, and classroom work in sets of writing unidentified by student for grades 1, 3, and 4. Thirty-five portfolios were evaluated. Results demonstrate that holistic rating of class work and portfolio collections can achieve high interrater agreement and can discriminate among grade levels and genre differences. Findings also demonstrate the complexity of developing large-scale portfolio assessments. The paper includes 16 tables of study data and a 15-item list of references. An appendix contains writing assignment directions. (SLD)

ED 344 901 TM 018 204

Soltz, Donald F.

study examined the effects of 11 learning strategies variables, ability, and gender on the verbal and mathematics Scholastic Aptitude Test (SAT) scores of approximately 300 black high school seniors. The students took the SAT during the fall of the 1989-90 school year. Learning strategies variables were: (1) rehearsal; (2) elaboration; (3) organization; (4) critical thinking; (5) planning; (6) monitoring; (7) self-regulation; (8) time and study environment; (9) effort; (10) peer help; and (11) help-seeking behavior. Multiple regression equations demonstrated that the self-regulation variable had significant positive effects on verbal and mathematics SAT scores. Help-seeking behavior had significant positive effects on the verbal score, while critical thinking had an inverse effect on the mathematics score. Ability had significant positive effects on both scores, while significant sex differences were found for self-regulation strategies in favor of males for verbal and mathematics scores. While the effect of organization was positive in favor of females on the mathematics SAT scores, the effect of critical thinking was inverse. Ability favored females on the verbal SAT scores and males on the mathematics scores. Results are significant in view of efforts to help black students improve SAT scores. One figure and 3 tables present study findings, and there is a 50-item list of references. (SLD)

ED 344 919 TM 018 250

Canales, JoAnn; Bush, M. Joan
An Identification Profile Chart for Use in Targeting Intervention Services for At-Risk Students.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charts; Delivery Systems; Dropout Prevention; Economically Disadvantaged; Extracurricular Activities; Grade 7; Grade 8; *High Risk Students; *Identification; *Intervention; Junior High Schools; *Junior High School Students; Limited English Speaking; Mexican Americans; Needs Assessment; *Profiles; Spanish Speaking; Special Needs Students
IDENTIFIERS- Texas

An at-risk profile instrument was developed for identification and service delivery for high risk students to identify students in a timely manner so that intervention could occur on a proactive, rather than reactive, basis; and to assist school district personnel to implement, monitor, and modify programmatic and staffing patterns to best meet the needs of the at-risk population. Focus was on developing a flexible profile instrument that would be useful given the dynamic nature of the school setting, since even identification of salient risk factors prevalent during a given period may not remain consistent. The descriptive study focused on 240 seventh graders and 240 eighth graders in 1987-88, 300 seventh graders and 300 eighth graders in 1988-89, 300 seventh graders and 300 eighth graders in 1989-90, and 369 seventh graders and 330 eighth graders in 1990-91 as part of a longitudinal evaluation of an at-risk program in a South Texas school district with large high school dropout rates and a largely Spanish-speaking Mexican American student population. Data collected using the at-risk profile chart yielded three characteristics as most has three components: language, culture, and video lab. Four administrators manage the program, which uses native Japanese speakers as instructors. Students are recruited from 300 selected companies and other educational institutions in the Buffalo (New York) area; 54 people, mostly managers and sales people, have taken at least one class to date. Participants who want more practice outside of class are matched with a volunteer Japanese language conversation partner who is a student enrolled in the Intensive English Language Institute of the university. It is concluded that although JLCP is still new and needs improvement, programs like it will probably appear in other cities. Contains 11 references. (LB)

ED 344 476 FL 020 310

Ok, Jong-seok, Ed.; Taneri, Mubeccel, Ed.
Studies in Native American Languages.
PUB DATE- 89
NOTE- 130p.; For individual papers, see FL 020 311-318.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *American Indian Languages; Annotated Bibliographies; Consonants; Contrastive Linguistics; Cultural Context; *Distinctive Features (Language); *Language Research; Linguistic Borrowing; Mayan Languages; Nouns; Phrase Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Alsea; Chicano Literature; Comanche (Language); Crow; Hidatsa; Kiowa; Koasati; Nasality; Native Americans; Siouan Languages; Yuman Languages

Eight original research papers on Native American languages by faculty and students of the Linguistics Department and other related departments of the University of Kansas are presented. The titles and authors include the following: "Comanche Consonant Mutation: Initial Association or Feature Spread?" (James L. Armagost); "The Alsea Noun Phrase" (Eugene Buckley); "Linguistic Borrowing in Chicano Literature" (Eliverio Chavez); "Koasati Comparative Constructions" (Geoffrey Kimball); "Underlying Nasals in Crow, Hidatsa and Proto-Missouri River (Siouan)" (Jack Martin); "A Special Word in Jamual Diegueno" (Amy Miller); "The Focus Antipassive in K'iche' Mayan" (Clifton Pye); and "An Annotated Bibliography of Kiowa-Tanoan" (Robert Sprott). A list of the cumulative contents of Volumes 1-14 of the Kansas Working Papers is included. (LB)

ED 344 477 FL 020 311

Armagost, James L.
Comanche Consonant Mutation: Initial Association or Feature Spread?
PUB DATE- 89
NOTE- 23p.; In: Ok, Jong-seok, Ed. and Taneri, Mubeccel, Ed. Studies in Native American Languages V; see FL 020 310. Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *American Indian Languages; *Consonants; Contrastive Linguistics; Language Research; Linguistic Borrowing; Linguistic Theory; Morphemes; Phonology; *Structural Analysis (Linguistics); *Structural Linguistics
IDENTIFIERS- *Comanche (Language); Consonant Mutation

Comanche's mutation system, at first glance a relatively simple

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acculturation; Adult Education; Class Activities; English (Second Language); *Immigrants; *Instructional Materials; Lesson Plans; *Limited English Speaking; Parent Participation; *Parents as Teachers; *Parent School Relationship; Refugees; Values
IDENTIFIERS- *Minnesota

The Limited English Proficient (LEP) Parent Involvement Project, a collaborative project between two state agencies, aims to help refugee and immigrant parents to be effective in their new American culture. Materials are provided that were developed for use in various adult education settings such as English-as-a-Second-Language (ESL) classes, community-based organizations, and parent groups for the purposes of helping LEP parents and caretakers see themselves as active participants in their children's learning. The following goals guided the development of the materials: (1) build on what people already know from their experience as parents in their own countries; (2) help parents restore their visions of themselves as the first and primary teachers of their children; (3) create opportunities for parents to build bridges between experiences in their new and native countries; and (4) encourage parents to define and keep values and traditions that are meaningful parts of their cultures. This document includes the following four instructional modules: Building the New and Old Cultures; Schools Are Part of the Culture; Parents Are Teachers; and Discipline (who teaches children, problems and punishment, communication, praising and rewarding, and types of resources). The accompanying user's guide for the teacher or community worker includes an introduction to the modules, suggestions for getting started and lesson planning, and suggested activities. Contains 7 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 344 500 FL 800 453

Nash, Andrea; Wright, Peggy
Job Discrimination. A Curriculum Packet about Immigration-Related Job Discrimination.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Special Counsel for Immigration Related Unfair Employment Practices.
PUB DATE- Oct 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bias; Citizenship; Employer Employee Relationship; *Employment Practices; *Equal Opportunities (Jobs); *Ethnic Discrimination; *Immigrants; Law Enforcement; *Legal Problems; Limited English Speaking; Records (Forms); Second Language Learning; State Legislation; Undocumented Immigrants
IDENTIFIERS- *Immigration Reform and Control Act 1986; Massachusetts

A curriculum packet is presented that is designed to give English-as-a-Second-Language (ESL) teachers the information and tools they need to help students address the issue of job institutions. Another solution is to change the criteria for allocation of resources. The paper goes on to review the experience with different categories of funding criteria. The paper also looks at Chile's approach which has been to transfer funds via students through loans or grants rather than directly to institutions. Included are numerous tables and 38 references. (JB)

ED 344 519 HE 025 426

New Jersey College Basic Skills Placement Testing, Fall 1991.
PUB DATE- 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Basic Skills; College Freshmen; *College Students; *Educational Assessment; Educational Trends; Higher Education; Information Dissemination; Minimum Competencies; *Minimum Competency Testing; *Remedial Instruction; State Colleges; State Standards; Student Placement; *Test Results
IDENTIFIERS- New Jersey; *New Jersey College Basic Skills Placement Test

This report presents Fall, 1991 results of the New Jersey College Basic Skills Placement Testing which tests incoming college students and evaluates collegiate remedial courses. A summary of the findings notes that freshmen recorded poorer results on every section of the test compared to 1990 results, that in verbal skills 42 percent lacked proficiency, in computation 46 percent lacked proficiency and in elementary algebra 61 percent lacked proficiency. Other results are summarized by college sector, by 10-year trends (in verbal skills the percentage of test-takers who lacked proficiency reached a 10-year low), results for recent high school graduates (in 1990 and 1991 recent graduates were 58 percent of test-takers), by subgroups of recent graduates, and demographic changes. Another section treats dissemination of results to colleges, students, high schools, the state education board, the higher education community, and interested citizens. A final section treats outcomes for skill-deficient students who enroll in college remedial courses. Extensive figures and 25 tables present the data. Appendixes contain a description of the test, a list of participating independent and proprietary institutions, year to year score equating and a description of the proficiency levels. (JB)

ED 344 520 HE 025 431

Fetler, Mark E.
Tough Love or Cooperative Learning? Accountability for Higher Education.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Community Colleges; Educational Finance; Evaluation Criteria; Higher Education; Outcomes of Education; Policy Formation; Resource Allocation; School

a Faculty Development Program" (Nancy Van Note Chism, Donald P. Sanders); "CIDR: A Small Service Firm Within a Research University" (Jody D. Nyquist); "When Funds Won't Stretch: Faculty and Organizational Development Projects for Minuscule Budgets" (Susanne W. Whitcomb); "Getting Development Underway Through Faculty Involvement" (Dean Hustuft); "Using Interviews in Development Programs for Beginning Teachers" (Lawrence T. McGill, James M. Shaeffer); "Academic Department Chair Training: The Why and The How of It" (Ann F. Lucas); "Learning to Teach in an American Classroom: Narrowing the Culture and Communication Gap for Foreign Teaching Assistants" (Ellen Sarkisian); "Genetics in Jeopardy: The Diagnosis and Treatment of Chronic Disease in an Undergraduate Medical Course - A Case Report" (Richard G. Tiberius, R. J. M. Gold); "Teaching the Introductory-Level Course: A Special Challenge" (Delivee L. Wright); "How To Prevent Students" (Linc. Fisch); "Instructional Developers and Instructors as Collaborators in the Oral Presentation Assignment" (Robert L. Flagler, John E. Hamlin); "Tracing Academic Career Paths: Implications for Faculty Development" (Mary Deane Sorcinelli); and "A Survey of Faculty Development Practices" (Glenn Erickson). References follow chapters. Contains title and author indexes. (GLR)

ED 344 539   HE 025 453

Kurfiss, Joanne, Ed.; And Others
To Improve the Academy: Resources for Student, Faculty, and Institutional Development, 1987.
PUB DATE- Oct 87
NOTE- 210p.; For other volumes in this series, see ED 325 062-063 and HE 023 451-454.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; Case Studies; Classroom Research; *College Faculty; Educational Improvement; *Educational Strategies; *Faculty Development; *Higher Education; *Instructional Improvement; Learning; Skill Development; *Teacher Improvement; Technical Writing; Undergraduate Study

This collection of papers, the sixth in an annual series, presents the views of members of the Professional and Organizational Development Network in Higher Education on improving research, career development, conceptual models for program planning, and teaching and learning. Articles and authors are as follows: "The Need for Classroom Research" (K. Patricia Cross); "Development Models of Faculty Careers: A Critique of Research and Theory" (Mary Pat Mann); "Faculty Development Needs as a Function of Status in the Academic Guild" (Sandra Powell Barber); "Starting at the Beginning: The Concerns and Needs of New Faculty" (Jim L. Turner, Robert Boice); "Patterns of Successful Faculty Career Change: A Study of Career Transition Within the University" (Sripen Supapidhayakul, Edwin L. Simpson); "The University and the Rediscovery of Teaching: A System-Level Model" (John Bailiff, Susan Kahn); "Colleagues as Catalysts for Change in Teaching" (Robert J. Menges); "Faculty Collaboration for Better Teaching: Adult Learning Principles Applied to Teaching Improvement" (Elizabeth A. McDaniel); "Faculty Developers as Facilitators of Scholarly Writing" (Robert Boice, Jim L. Turner); "A Marketing Approach to Conducting Successful Workshop-Based Programs for essential to the program: (1) content development, (2) production, (3) delivery, (4) promotion and marketing, (5) accreditation, and (6) overall coordination. A section on evaluation discusses the value of participant evaluations and the generally positive response given to the VCU program. A final section notes that teleconferencing offers many benefits as a medium in geriatric education for imparting information and provides benefits to sponsoring institutions. Also included are a figure depicting the organizational structure of the VCU geriatic telecommunications program and two brochures about VCU program. Contains 13 references. (JB)

ED 344 557 HE 025 472

Asuncion-Lande, Nobleza C., Ed.
A Program Guide for a Re-Entry/Transition Seminar-Workshop.
PUB DATE- 75
NOTE- 68p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related document, see ED 104 256.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); *Culture Conflict; *Foreign Students; Higher Education; Models; *Program Descriptions; Program Development; State Universities; Transitional Programs; *Workshops
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Cultural Reentry

This paper is a guide to developing re-entry and transition workshops and seminars for foreign students who have completed or will complete education in the United States and then return to their own culture and nation. The guide was developed based in part on a conference designed to assist students to return to their own countries and fulfill their roles. Following a preface and an introduction, the paper discusses key issues and elements in planning and carrying out such a workshop including planning (purposes, program approach, arguments for and against academic credit), a program model design, participants, announcement and publicity, selection of the site, selection of staff, on-site administration, budget, workshop expansion, plan implementation, evaluation, and follow-up. Included are detailed model program design for both one-day and weekend workshops with several variations. Extensive appendixes contain examples of reentry challenges, a case study, a creative problem-solving sequence, discussion probes, role playing, group structure and values exercises, an inventory of re-entry problems and a sample evaluation design. A resource list cites 11 books, 25 articles, eight films, and five simulation games. (JB)

ED 344 558 HE 025 473

Marsh, Harriet
Re-Entry/Transition: A Report on the National Leadership Training Seminar.
PUB DATE- 76
NOTE- 40p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American

Descy, Don E.
Instructional Media Utilization, Classroom Learning, and Teacher Burnout.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Classroom Environment; Communications; *Educational Media; Elementary Secondary Education; Mass Media Use; Student Motivation; *Teacher Burnout; Teaching Methods

The importance of educational media in the education of students cannot be overemphasized. Yet, many teachers are reluctant to incorporate mass media into their teaching methods. Some teachers are apprehensive of new ideas, methods, and materials. Others prefer their traditional teaching methods. A third group would like to incorporate new ideas and technologies but lack the necessary training and/or administrative support. Teachers may also experience burnout, a condition defined as a negative pattern of responding to stressful teaching events, to students, and to teaching as a career. Research indicates that the use of educational media has a positive effect on teachers and students alike. Educational media may stimulate teachers' creativity and inspire continued growth in the effectiveness of teachers as professional educators. Educational media also affect student learning, both facilitating learning performance and increasing student motivation to learn. (39 references) (DB)

ED 344 576 IR 015 524

Learning Connections: Guidelines for Media and Technology Programs.
PUB DATE- Jan 92
NOTE- 302p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Educational Media; Educational Planning; Educational Resources; *Educational Technology; Elementary Secondary Education; *Learning Resources Centers; *Media Specialists; *Program Development; Resource Materials; *School Libraries; Staff Development
IDENTIFIERS- North Carolina

This report is designed to serve as a guide and reference source for media and technology professionals across North Carolina in response to the continuing changes in educational and media technology in school library media centers. The report provides information on program development, staff development and personnel, budgeting, information resources, and facilities, and demonstrates the changing role of the media coordinator and other media and technology professionals in the school culture. Much of the information in this report is generic in nature with emphasis on program planning and assessment for the effective use of personnel, resources, budget, facilities, and system-level services. Divided into seven chapters dealing respectively with program, planning and assessment, resources, budget, facilities, personnel, and system-level, the report provides a comprehensive examination of ways in which learning resources centers can support, complement, and enhance

Education; *Library Facilities; *Library Services
IDENTIFIERS- *Sweden

This article presents the results of a study which examined schools and libraries in Sweden. During a five-month period 40 libraries and 150 classrooms were surveyed to assess the adequacy of their facilities, budgets, collections, staffs, and services. It was found that: (1) the size of the school library facilities depended on the type of library and the size of the population being served; (2) facilities that were constructed during the 1960s placed the library in the center of the school in an unenclosed structure, which presents problems with uncontrollable noise levels as well as a certain amount of collection loss; (3) the collection emphasis is on fiction for recreational reading; (4) many nonfiction books are not catalogued in the library, but are housed in classrooms and teacher workrooms; (5) nonprint and print materials are not integrated in the collections; and (6) two of the most critical issues in Swedish school libraries are not enough personnel to staff the libraries and a lack of specialized training for school librarians. It is recommended that the library program in Swedish schools be analyzed, and eventually, coordinated with the school curriculum to expand library services. (MAB)

ED 344 596 IR 053 999

Downes, Valerie J.
A Vasterbotten Experience!
PUB DATE- 88
NOTE- 43p.; ALA Library Book Fellows Program, 1988. For related document, see IR 053 998.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; Databases; Elementary Secondary Education; Foreign Countries; Interviews; Library Collections; *Library Instruction; *Library Services; Library Surveys; Public Libraries; *School Libraries; Tables (Data)
IDENTIFIERS- *Sweden

This report presents an American Library Association (ALA) Book Fellow's observations of schools and libraries in Sweden's Vasterbotten County in the fall of 1988. The narrative report discusses Sweden's cultural policy, comprehensive library service, library classification system, databases, audiovisual services, and education policy, as well as school library services. The results of a survey of 40 school libraries and 150 classrooms over a 5-month period are then reported in the first of 6 appendixes. The remaining appendixes include copies of the questionnaires used to collect both qualitative and quantitative data on school library facilities, budgets, collections, staffing, and services, together with analyses of the data collected by the survey. These data indicate that: (1) the purpose of the school library programs studied is to provide information and reading guidance and materials to their patrons; (2) no effort is made to develop the audiovisual aspects of a media program unless directly related to helping the patron find information or enjoy books (e.g., genealogical information on microfilm and talking books for the visually handicapped); (3) children listen to stories in the library and learn how to find materials, but little attempt is made to integrate library skills into the curriculum in a systematic manner; and (4) most school library programs do a good job of meeting their objective as exemplified by the high scores in the areas dealing with reading and books. (MAB)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Databases; *Clearinghouses; *Documentation; *Educational Research; *Information Centers; Information Dissemination; Information Retrieval; Information Services; International Cooperation; Microfiche; Program Descriptions
IDENTIFIERS- *ERIC

This report, which covers fiscal years 1990 and 1991, is the fourth in a series summarizing the activities and accomplishments of the Educational Resources Information Center (ERIC) program, which is funded and managed by the Office of Educational Research and Improvement in the U.S. Department of Education. Highlights of the 2 years include a major systemwide effort to develop and promote publications addressing the six National Education Goals established by the President and the Governors; working with University Microfilms International (UMI) to develop and field-test two ERIC CD-ROM prototype products--the Compact ERIC and ERIC SchoolDisc--which contain the full text of hundreds of carefully selected documents and over 100 core education journals; a proposal to integrate ERIC with the educational databases produced in the other English-speaking countries, i.e., the British, Canadian, Australian, and New Zealand Education Indexes; and the participation of the ERIC Clearinghouse on Higher Education in the development of a worldwide bibliographic database on higher education by the International Association of Universities in Paris. This report includes a profile and an overview of the ERIC systems and reports on the ERIC clearinghouses, the ERIC Processing and Reference Facility, ACCESS ERIC, and the ERIC Document Reproduction Service, as well as examples of ERIC system initiatives during the year. Three tables and a statistical report are attached. (BBM)

ED 344 616 JC 920 001

Campus Hearings of the Joint Committee on Transfer Students. Summary Report.
PUB DATE- May 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Articulation (Education); College Credits; *College Transfer Students; Community Colleges; Higher Education; Intercollegiate Cooperation; Self Evaluation (Groups); *Student Attitudes; *Teacher Attitudes; Transfer Policy; *Transfer Programs; Two Year Colleges; Universities
IDENTIFIERS- *Virginia

In October 1990, the Virginia Council of Higher Education and the State Board for Community Colleges established a 10-member Joint Committee on Transfer Students (JCTS) to develop transfer agreements between the Virginia Community College System (VCCS) and four-year institutions in the state, and to report on the progress and performance of transfer students at four-year schools. In order to collect information on the types of problems confronting transfer students, the JCTS conducted focus-group hearings during March and April 1991 at five sites statewide, involving over 90 counselors, administrators, and faculty members. In addition, 58 students, including transfer students from 16 of VCCS's 23 colleges, participated in the focus groups. An analysis of summaries from the focus-group

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Role; *College Transfer Students; Community Colleges; Comparative Analysis; Governance; Higher Education; *Institutional Characteristics; Interviews; *Organizational Climate; Organizational Objectives; Tables (Data); Transfer Policy; Transfer Programs; Two Year Colleges
IDENTIFIERS- California; *Transfer Rates (College)

In 1992, a study was conducted to examine the relationship between a number of organizational criteria and the community college transfer function. Using a case study approach, six California community colleges, with either above average or below average transfer rates, were assessed in terms of adaptive capacity; organizational culture and climate; governance processes; institutional communication, commitment, and focus; curriculum; activities to promote transfer; and social networks. Data were gathered from administrators, faculty, counselors, and students via questionnaires, interviews, analyses of reports, and site visits. Study findings included the following: (1) survey respondents at high-transfer colleges felt greater loyalty and commitment to their institutions than low-transfer colleges; (2) student services, such as retention programs and services for at-risk students, were given equal attention at high- and low-transfer colleges; (3) high-transfer colleges stressed liberal arts courses in their curricula, while low-transfer colleges stressed general education and vocational courses; (4) high-transfer colleges were significantly more likely to stress innovation in curricula and programs; (5) student outcomes were the result of institutional practices and staff commitment to improving transfer education; (6) institutional leadership was key in initiating and managing change within the college; and (7) participatory governance was central to building commitment among college staff and inspiring them to become involved in their institution. Appendixes provide related data tables and charts. (JMC)

ED 344 633 JC 920 199

Critical Success Factors for the North Carolina Community College System, 1992. Third Annual Report.
PUB DATE- Apr 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Accountability; Articulation (Education); *College Role; Community Colleges; Economic Development; *Educational Assessment; *Educational Quality; Labor Force Development; *Organizational Effectiveness; School Community Relationship; *State Standards; State Surveys; *Success; Tables (Data); Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

In September 1991, the State Board of Community Colleges of North Carolina revised this report on the critical success factors for the state's community college system. The six factors examined in the report are quality, access, education continuum, workforce development, community services, and program management and accountability. The report begins with a description of the development and utilization of the success factors. For each success factor, a series of measures are analyzed which comprise their key elements. For example, for the respondents who had enrolled for personal interest reasons, more than 15% had re-enrolled in a community college, 16% had transferred to a four-year college, and 66% earned an associate degree or certificate. This collection of materials includes a narrative summary of the 1991 survey results, graphs showing 6-year trends (1984-1991), a discussion of the uses made of the data, and a newsletter reviewing follow-up findings between 1984 and 1991. (JSP)

ED 344 649   JC 920 221

Information from 1989 and 1990 Oklahoma City Community College Graduates. Research Monograph VIII.
PUB DATE- 3 Mar 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- College Transfer Students; Community Colleges; Followup Studies; *Graduates; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; School Effectiveness; Student Attitudes; *Student Educational Objectives; Tables (Data); Two Year Colleges; *Two Year College Students

In September 1990 and June 1991, the Office of Institutional Research at Oklahoma City Community College (OKCCC) conducted follow-up studies of December 1988 and July 1990 OKCCC graduates, respectively. Questionnaires were sent to 365 graduates in 1990 and to 398 graduates in 1991. Survey findings, based on a 20.8% response rate in 1990 and 17.6% in 1991 (the lowest since the survey's inception), included the following: (1) for both years approximately 60% of respondents indicated that their primary purpose for completing a degree at OKCCC was to strengthen or develop job skills, while 35.5% in 1989 and 40% in 1990 indicated that their primary purpose was to obtain university transfer credit; (2) compared to rates from previous years, there was an increase in the percentage continuing their higher education (30.3% for 1989 and 40% for 1990); (3) the majority (over 75% both years) were currently employed either full- or part-time; (4) less than 12% indicated that they had problems transferring; (5) 85% to 90% believed that their preparation for transfer was satisfactory to excellent; (6) 70% felt that their preparation for employment was good to very good; (7) two-thirds indicated that they would like to return to OKCCC to take classes; and (8) 88% felt that the courses they had taken at OKCCC were of direct benefit to their future plans. The survey instrument, tables of survey results from 1984 to 1990, and lists of comments from 1989 and 1990 graduates by question are attached. (JSP)

ED 344 650   JC 920 222

A Comparison of Fall 1991 Students with Those from Previous Semesters. Research Monograph II and A Comparison of Spring 1992 Students with Those from Previous Semesters. Research Monograph IV.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)

ED 344 667 PS 020 450

Hoon, Seng Seok
Potential of Mediated Learning in the Primary School Classroom--A Pilot Study.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Cognitive Development; Elementary Education; Elementary School Students; Foreign Countries; *Learning Theories; Pilot Projects; *Teacher Role; Teacher Student Relationship; Tutors; Underachievement
IDENTIFIERS- *Mediated Learning Experience; Singapore

Recent research suggests the importance of social interaction in facilitating knowledge acquisition and transfer. The theory of mediated learning experience has recently been used to develop a teacher-student interactionist model that is especially applicable to high-risk students. In this model, teachers are involved as mediators in: (1) producing cognitive change in children; (2) helping children transcend the immediate situation; (3) communicating the meaning and purpose of activities; (4) helping children feel competent; (5) regulating behavior; and (6) communicating the values of sharing and participation. In a pilot study of 4 community tuition centers in Singapore, an experimental group of 52 students received a combination of mediated learning experience and the usual academic program for 4 months, while a control group of the same size received only the academic instruction. Children averaged 11 years of age. All the students were perceived by their teachers to have difficulty in concentrating; to have poor study skills and work habits; and to lack confidence and motivation. The 15 participating tutors attended a workshop on the mediated learning experience philosophy and received supervision and field coaching. Students were tested using Raven's Standard Progressive Matrices (RPM) and the Cognitive Abilities Test (CAT), and a record of class tests in mathematics and English was compiled. Results showed that mediated learning experience classes in three of the four centers performed better on their school tests in mathematics, but that no significant improvement was noted in English, RPM, or CAT scores. Tutors' responses were more encouraging. (AC)

ED 344 668 PS 020 453

Cherry, Crystal M.
The Relationship between Birth Order and Academic Achievement.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Birth Order; Educational Attainment; *Elementary School Students; Elementary Secondary Education; Family Size; Family Structure; Higher Education; Intelligence Quotient; Literature Reviews; *Parent Child Relationship; Parents; *Secondary School Students
IDENTIFIERS- Birth Spacing; *First Born

This paper reviews the literature on the relationship between birth order and several variables, especially academic black families in an inner-city area in Baltimore, Maryland. The efforts of newly arrived Hispanic families in Dallas, Texas to achieve literacy are described "Dallas, Texas: De Nada a Literacy--In One Generation" (David Fritze). Finally, "Portland, Ore.: To Speak or Not To Speak--The Home Language" (Miko Yim) addresses efforts of Hmong and Vietnamese families in Portland, Oregon to learn English. Summary comments about the stories are offered in the introduction to the report, which notes that family circumstances often outweigh educational concerns in the families described. The mothers see survival as a more central issue than schooling. Although many of the mothers have almost overcome the limitations of their backgrounds, they do not seem to be able to change or escape from their environment. The schools do not cope well with children who are different from other children, and parents are often intimidated by the schools. In spite of these difficulties with schooling, literacy behaviors in the homes are reinforced even by parents who do not know English. Contains eight references. (LB)

ED 344 685 PS 020 500

Gonzalez-Mena, Janet
Tips and Tidbits: A Book for Family Day Care Providers.
PUB DATE- 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Affective Behavior; Child Caregivers; Cooperation; Coping; *Discipline; Early Childhood Education; Environmental Influences; *Family Day Care; Modeling (Psychology); *Motivation Techniques; Parent Role; Play; *Prevention; Problem Solving; Prosocial Behavior; Separation Anxiety; Sex Role; *Theory Practice Relationship; *Young Children
IDENTIFIERS- Praise; Risk Taking; Tattling; Toilet Training

This book provides practical information and advice designed to help family day care providers solve problems they confront in their daily work with children. The book is organized into 7 sections. Part I, "Effective Ways to Change Unacceptable Behavior," offers recommendations about discipline, alternatives to punishment, modeling, and praise. The second section, "Dealing with Individual Children," discusses ways of coping with and caring for strong-willed children; toddlers; children who are victimized by others; children who tattle, lie, or use forbidden words; and difficult children. Part III, entitled "Helping Children Cope with Feelings," deals with such issues as the expression of feelings, adult intervention in squabbles, and separation anxiety. The fourth section, "Teaching and Learning about How to Get Along in the World," discusses infant, toddler, and preschool education; expanding sex roles; the teaching of prosocial and self-help skills; the process of nurturing curiosity; and risk-taking. Part V, "Caregiving Routines," addresses such issues as routines for infants and preschool children, napping, and children's responsibilities in cleaning up. The sixth section, entitled "Play," emphasizes the importance of free play; the process of setting up the environment for play; and the process of teaching cooperation through play. Part VII, entitled "Parents," discusses the role of parents; relations between parents and providers; communication; and multicultural issues. Each section includes a list of suggested readings. Appended attended, representing parents, school board members, Indian educators, Indian school board members, tribal officials, public school officials, Florida Department of Education officials, nonrecognized groups, and individuals from urban areas. Following the general session small breakout sessions were scheduled and covered the following topics: early childhood, K-12, special and gifted programs; BIA schools; postsecondary education; higher education; and adult and vocational technical education. The report includes: (1) Florida Pre-Conference issues and recommendations; (2) a conference agenda; (3) a list of facilitators and breakout topics; (4) a summary of nominee selection; (5) a list of delegates; (6) a budget and expense summary; (7) a sample ballot; (8) a Florida Pre-Conference delegate application form; and (9) a copy of process pointers provided to the delegates. (LP)

ED 344 705 RC 018 564

Lamb, May Wynne; Zimmerman, Dorothy Wynne, Ed.
Life in Alaska: The Reminiscences of a Kansas Woman, 1916-1919.
PUB DATE- 89
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Historical Materials (060)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian Education; *Autobiographies; *Eskimos; Family Life; Females; Personal Narratives; State History; Teachers; *Teaching Experience
IDENTIFIERS- *Alaska; *Pioneer Life

In 1916, May Wynne, a 27-year-old teacher, traveled from Seattle, Washington, to Akiak, Alaska, to teach in a government native school. This book presents her account of the 3 years she spent in Akiak, which consisted of an Eskimo village on one side of the Kuskokwim River and a white settlement of miners, trappers, and traders on the other. Her story describes the difficult journey to Akiak by steamer, riverboat, and foot; the ongoing life in both Eskimo and White communities; and her experiences first as a teacher and later as doctor's wife and mother. When May arrived in Akiak, most of the indigenous people had been Christianized and had been persuaded by Moravian missionaries to build houses and plant gardens. However, the daily and seasonal life of the native people remained tied to the old economy of hunting and fishing, and much of the traditional culture continued. May was unusually accepting of Eskimo ways, and her memoirs include descriptions of a reindeer fair, a "potlatch," and a visit by dogsled to a reindeer camp where she stayed in an igloo with a native family. The book also documents the school setting, May's social circle among both Natives and Whites, the church, and May's family experience in Alaska. (SV)

ED 344 706 RC 018 565

American Indians Today: Answers to Your Questions. Third Edition.
PUB DATE- 91
NOTE- 37p.; For a related document, see ED 280 664.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Alaska Natives; American Indian Education; American Indian Reservations; *American Indians; Bibliographies;

issues of identification and enrollment of migratory children, programming, interstate coordination, staff development, academic achievement, fiscal management, and dissemination efforts. The report concludes that the migrant education program is adequately meeting legislative requirements, and national and state program objectives. Recommendations were made for programmatic and administrative improvement. This report contains numerous tables representing demographic and student achievement information. (LP)

ED 344 724 RC 018 639

Sanders, Jessie R., Comp.
One State: Many Nations. A Multi-Cultural Resource Guide with Native American Highlights.
PUB DATE- 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indians; Class Activities; Cultural Differences; *Curriculum Development; Curriculum Guides; Instructional Materials; *Interdisciplinary Approach; *Multicultural Education; Preschool Education; Primary Education; Resource Materials
IDENTIFIERS- Pennsylvania

This curriculum guide was developed to assist Pennsylvania educators in developing a multicultural awareness and education program for children in preschool through grade three. The first section provides guidelines for creating a multicultural environment to include the use of classroom materials that emphasize individual and cultural differences to eliminate stereotypic and inaccurate materials. The second section offers background information about the history of Native Americans in Pennsylvania and the value and traits of contemporary Native American culture. It also makes suggestions about how to portray Native Americans. Curriculum development is integrated into present school curriculum through an interdisciplinary approach. Suggestions for selecting appropriate stories and books by and about Native Americans are included. The third section is a list of references. The fourth section is a bibliography consisting of 65 publications relevant to multicultural education. The appendices include: (1) sample lesson plans for multicultural education; (2) an example of the thematic or interdisciplinary approach to integrating multicultural themes into core content areas; (3) a checklist for curriculum and materials on Native Americans; (4) suggested classroom activities; (5) a list of American Indian resource persons and resource centers; and (6) a description of Native American programs presented to schools by the Lenni Lenape Historical Society. (LP)

ED 344 725 RC 018 640

Lockwood, Anne Turnbaugh, Ed.
Special Education in Rural Schools: A Resource Notebook on Rural Schools.
PUB DATE- 91
NOTE- 655p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)

problems, and to assist them in applying the knowledge and skills gained to everyday life. This document reports on the implementation and evaluation of this program as carried out since the 1986-87 school year. The report is divided into five chapters. The introduction provides background information on the program, information on eligibility, program objectives, program evaluation, and the scope of the report. Chapter II describes the organization and implementation of the program providing information on the number of students served, type of instruction, including computer assisted instruction. Chapter III describes the parental involvement in the program. Chapter IV reports the student achievement outcomes. Chapter V reports the conclusions and recommendations made by the program. It is suggested that the program increase parental contact at the high school level, coordinate Corrective Mathematics parent workshops with other Chapter 1 instructional programs to maximize parental participation, assess the feasibility of publishing the "Parent Involvement Booklet" in French and Spanish, and expand the Pilot Computer Take Home Project to permit a valid evaluation of its effects. (MDH)

ED 344 744 SE 052 442

Lewis, Eileen Lob
The Development of Understanding in Elementary Thermodynamics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 91
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Concept Formation; Grade 8; Interviews; *Intuition; Junior High Schools; *Learning Processes; Middle Schools; Misconceptions; Physical Sciences; Pretests Posttests; Science Education; *Secondary School Science; *Thermodynamics
IDENTIFIERS- Middle School Science

This study investigates how students participating in the same curriculum construct understanding in elementary thermodynamics during a semester-long eighth-grade physical science class. Two questions were addressed: (1) How does the learners' understanding change during the study of elementary thermodynamics? and (2) What role do students' intuitive conceptions play in the restructuring and reorganization of their knowledge? Within each, middle school students' (n=180) knowledge restructuring was considered on an individual basis with generalizations made to larger student groups. All students responded to a two part pretest and posttest and 33 participated in all 5 clinical interviews. Three types of students were identified. "Converging" student were quick to recognize that heat flow is a model for thermodynamics. They use this powerful model and continue to add new information to their existing knowledge, finding that new knowledge is consistent with and reinforces the way they think about thermodynamics phenomena. "Progressing" students combine new information at the level of local knowledge, but do not integrate the pieces of that knowledge to build a more robust and cohesive view of thermodynamics. These students are progressing towards the coherent understanding of the students in the previous category. A third group of students can best be described as having an "oscillating" perspective of thermodynamics. These students combine experiences

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Astronomy; Biology; Classroom Environment; Curriculum Guides; Earth Science; *Elementary School Science; Foreign Countries; *Grade 3; Matter; Pressure (Physics); Primary Education; *Process Education; Science Activities; Science Instruction; *Scientific Concepts; Student Attitudes
IDENTIFIERS- Concept Maps; Manitoba; *Scope and Sequence

This guide is one of a set of 10 science guides, each covering a separate grade in Manitoba, together covering kindergarten through grade 9. The guides have been designed to provide a framework for building scientific concepts and developing the learning of process skills. They replace an earlier set of guides dated 1979. Each guide is essentially the same through the first 16 pages, after which the core units vary appropriately for each academic level. Three themes and units within those themes which are carried through the K-4 program include: (1) environmental interdependency and interaction--life cycles (grade 3); (2) matter and energy--energy, heat and temperature (grade 3); and (3) earth, time and space--sun, earth and moon/air and air pressure (grade 3). (AA)

ED 344 763 SE 052 728

Science: Grade 4. Interim Guide.
PUB DATE- 91
NOTE- 135p.; For other individual guides, Kindergarten through Grade 9, see SE 052 724-733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acoustics; Classroom Environment; Curriculum Guides; Earth Science; Ecology; Electricity; *Elementary School Science; Foreign Countries; *Grade 4; Intermediate Grades; *Process Education; Science Activities; Science Instruction; *Scientific Concepts; Student Attitudes
IDENTIFIERS- Cells (Biology); Concept Maps; Manitoba; *Scope and Sequence

This guide is one of a set of 10 science guides, each covering a separate grade in Manitoba, together covering kindergarten through grade 9. The guides have been designed to provide a framework for building scientific concepts and developing the learning of process skills. They replace an earlier set of guides dated 1979. Each guide is essentially the same through the first 16 pages, after which the core units vary appropriately for each academic level. Three themes and units within those themes which are carried through the K-4 program include: (1) environmental interdependency and interaction--population interaction (grade 4); (2) matter and energy--electricity/structures/ sound (grade 4); and (3) earth, time and space--water and land (grade 4). (AA)

ED 344 764 SE 052 729

Science: Grade 5. Interim Guide.
PUB DATE- 91
NOTE- 197p.; For other individual guides, Kindergarten through Grade 9, see SE 052 724-733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employment Opportunities; Engineering Education; Faculty Publishing; *Financial Support; Foreign Countries; Government Role; Higher Education; *International Communication; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; Mathematics Teachers; Overseas Employment; Patents; *Public Opinion; Research; *Research and Development; Science Curriculum; Science Education; Science Teachers; Secondary Education; State Aid; Student Characteristics; *Technology
IDENTIFIERS- *Science Achievement

This report is designed to provide public and private policymakers with a broad base of quantitative information about United States science and engineering research and education and about United States technology in a global context. This document begins with a synopsis of United States science and technology. Chapter 1, "Precollege Science and Mathematics Education," discusses student's achievement, interest, and coursework, school and curriculum, teachers and teaching, and the policy context. Chapter 2, "Higher Education in Science and Engineering (S&E)," discusses the characteristics of higher education institutions, the undergraduate and graduate S&E student populations, major sources of financial support, and international science and engineering education. Chapter 3, "Science and Engineering Workforce," describes industrial S&E job patterns, demographic trends of recent S&E graduates and doctorate recipients, the supply and demand outlook for S&E personnel, and international employment of scientists and engineers. Chapter 4, "Financial Resources for Research and Development (R&D)," discusses national R&D spending patterns, federal support for R&D, state-based R&D expenditures, and international comparisons. Chapter 5, "Academic Research and Development: Financial Resources, Personnel, and Outputs," describes the financial resources for academic R&D, the doctoral scientists and engineers active in academic R&D, and outputs of academic R&D for scientific publications and patents. Chapter 6, "Technology and Global Competitiveness," describes the global markets for U.S. technology, industrial R&D, patented inventions, diffusion of technology in the industrial sector, small business and high technology, and technologies for future competitiveness. Chapter 7, "Attitudes Toward Science and Technology (S&T): The United States and International Comparisons," includes discussions on U.S. public attitudes toward S&T and international comparisons of attitudes toward S&T. Almost two-thirds of the document is composed of four appendixes which contain data tables, a list of contributions and reviewers, abbreviations, and an index. (KR)

ED 344 781 SE 052 905

Bitner, Betty L.
Preservice Elementary and Secondary Science Methods Teachers: Comparison of Formal Reasoning, ACT Science, Process Skill, and Physical Science Misconceptions Scores.
PUB DATE- 24 Mar 92
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 23-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

relevance in the content of general education. This synthesis identifies and develops guidelines based on the previous studies and is designed for use by curriculum development specialists, teachers, teacher educators, and others. It is expected that these guidelines can be used as a basis for training national curriculum development specialists and for pre-service and in-service teacher education programs. An overview of current thinking practices concerning integration, balance, and relevance in general education from an international perspective is followed by a synthesis of the national level case studies. Guidelines for curriculum developers and teachers also are outlined along with suggestions for national level action and regional and international cooperation. (KM)

ED 344 799 SO 021 423

Wilson, Margaret Gibbons, Ed.
Florida's Labor History Symposium (November 18, 1989). Proceedings.
SPONS. AGENCY- Florida Endowment for the Humanities, Tampa.
PUB DATE- 91
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Labor Force; Labor Relations; *Oral History; *State History; *Unions; Womens Studies; Working Class
IDENTIFIERS- *Florida; *Labor Studies

This document contains the proceedings from a one-day symposium designed to illuminate the history of the labor movement in Florida. The proceedings are organized into two parts: Part 1 "Topics in Florida Labor History" features "Labor History in Florida: What Do We Know? Where Do We Go?" (R. Zieger); "Workers' Culture and Women's Culture in Cigar Cities" (N. Hewitt); "Organizing Fishermen in Florida: The 1930s and 1940s" (B. Green); "Farmworkers and Farmworkers' Unions in Florida" (D. M. Barry); "Shadows from the Past: Documentary Film Making in Florida's Fields" (J. Applebaum); and "Oral History: Building Blocks for Historical Research" (S. Proctor). Part 2 is entitled "Recollections from the Past: The Florida Labor Movement from a Personal Perspective." This part contains the remarks given at the symposium by eight persons from the private sector: Andrew E. Dann, Sr., Gene C. Russo, Pernell Parker, and Joseph H. Kaplan and four from the public sector: Glbert Porter, Rodney Davis, Charles Hall, and James Sherman. (DB)

ED 344 800 SO 021 551

Eisenlauer, Richard
Driver and Traffic Safety: Program Evaluation, 1990-1991. K-12.
PUB DATE- Jan 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Philosophy; Elementary Secondary Education; *Inservice Education; *Instructional Materials; Program Evaluation; *Safety Education; Simulation; Skill Development; Student Attitudes; Teaching Methods; *Traffic Safety

ED 344 820 SO 021 913

Mason, John P., Ed.; Clark, Mari H., Ed.
New Directions in U.S. Foreign Assistance and New Roles for Anthropologists. Studies in Third World Societies, Publication Number Forty-Four.
PUB DATE- Apr 91
NOTE- 174p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Anthropology; *Developing Nations; Foreign Countries; *Foreign Policy; Futures (of Society); International Relations; *Social Scientists; World Affairs
IDENTIFIERS- *Foreign Aid

Given recent developments throughout the world, the status of U.S. foreign assistance policies is uncertain. This document is a collection of papers whose authors, all anthropologists concerned with developing nations, critically examine new directions in development assistance in the 1990s. The papers include an introduction (M. Clark; J. Mason); "The Future of Foreign Assistance" (G. Britan); "Humanizing the Development Paradigm" (M. Clark); "Actions of the U.S. Congress toward Environmentally Sustainable Foreign Assistance" (K. Moran); "Restructuring National Economies: The Challenge to Development Anthropology" (P. Boyle); "Social and Institutional Analysis in the African Economic Policy Reform Program" (P. Vondal); "Development Anthropology in a Rapidly Urbanizing World" (J. Mason); "Gender Issues in Microenterprise Assistance" (M. Clark); "The Development Fund for Africa: New Opportunities for Anthropology in A.I.D." (D. Hess); and "Practicing the Anthropology of Development: Comments on 'Anthropology and Foreign Assistance'" (R. Netting). (DB)

ED 344 821 SO 021 916

Matsuo, Hirofumi, Ed.
Trade, Foreign Investment, and Competitiveness. The Japan Business Study Program. Based on a Seminar Series entitled "Japan Business Study Program 1989" (Austin, Texas, October 12-27, 1989).
PUB DATE- 90
NOTE- 83p.; The Japan Business Study Program is the product of a partnership with the Japan External Trade Organization.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Business Communication; *Business Education; Business Responsibility; Business Skills; Competition; *Corporate Support; Economics; Foreign Countries; International Education; *International Relations; Investment; *Leadership Responsibility
IDENTIFIERS- *Japan; Super 301

Seven articles are presented addressing topics related to United States-Japan trade, foreign investment, and U.S. competitiveness in the global market. The first article, "Super 301 and the Changing Japan-American Relationship" by Glenn Davis describes recent U.S.-Japan trade frictions, epitomized by Super 301, and explains the influence of the economy, politics, national security, and technological issues related to the current trade crisis. Stephen Magee in his article, "The cooperating teachers be selected, prepared, and evaluated carefully. Certain attributes need to be present in effective cooperating teachers. A questionnaire was administered to 81 student teachers who rated their cooperating teachers on 24 critical tasks. Results revealed that the teachers performed 16 of the 24 tasks and needed more guidance in the remaining 8 tasks. The rated tasks are listed in this report. A brief description of the Partners in Education Committee is also given. This group's goal is to achieve greater collaboration between the university and the public schools for the education of new teachers. The committee was formed in response to the failure of the university's teacher education program to be in compliance with state requirements. Results from the study described in this report were used to design improved student teacher supervision and school-university collaboration. (IAH)

ED 344 843 SP 033 679

Schneider, Ann M.
Mentoring Women and Minorities into Positions of Educational Leadership: Gender Differences and Implications for Mentoring.
PUB DATE- 23 Nov 91
NOTE- 10p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; *Educational Administration; Elementary Secondary Education; Interprofessional Relationship; *Mentors; *Minority Groups; Principals; *Sex Differences; Superintendents; *Women Administrators
IDENTIFIERS- *Protege Mentor Relationship

The purpose of this paper is to frame a preliminary report of a study of gender differences within the mentoring relationship associated with educational leadership. The study also examines the question of whether there is a difference in mentoring women, men, and minorities into positions of educational leadership. The research is based on interviews with 5 male mentors (professors of educational administration, superintendents, and principals) and 15 male and female proteges (superintendents, principals, professors, and other educational administrators). Findings indicate that men continue to be needed as mentors to women because women are not taking on the responsibility for mentoring other women. An analysis of the mentor-protege relationship suggests that mentoring women is a critical tasks that differs from mentoring men with similar career potential and aspirations. Findings also indicate that differences lie along gender lines rather than racial or ethnic background. (IAH)

ED 344 844 SP 033 689

Middleton, Ernest J., Ed.; And Others
Implementation of a Model for the Recruitment and Retention of Minority Students in Teacher Education. Proceedings of the National Conference on the Recruitment and Retention of Minority Students in Teacher Education (2nd, Lexington, Kentucky, January 17-19, 1988).
PUB DATE- Jan 88
NOTE- 163p.; For other proceedings of this conference, see ED 301 535, SP 033 690-691, and SP 033 735.

*Educational Change; Educational Opportunities; Elementary Secondary Education; Futures (of Society); Higher Education; Majority Attitudes; *Minority Group Teachers; National Programs; Participative Decision Making; *Program Implementation; School Restructuring; *Student Recruitment; *Teacher Education Programs; *Teacher Recruitment; Teacher Shortage

IDENTIFIERS- Reform Efforts

These conference papers examine the impact of the school reform movement in the United States on the recruitment and retention of minority teachers. The conference papers provide an insight into how school reform has been implemented around the country and suggest ways to take advantage of the opportunities provided by the reform movement for greater minority participation. They also show advancement in ways the problem is now being approached; for example, programs are more coordinated; there is more national awareness of the problem; and greater participation exists between cultural, ethnic, and racial minorities and the majority groups. The document is organized into six chapters: (1) Keynote Address; (2) A Response to the Shortage of Minority Teachers; (3) School Reform; (4) University Based Programs; (5) Perspectives on Recruitment and Retention; and (6) Future Directions. Thirty-six papers and a list of conference participants are included. (LL)

ED 344 861 SP 033 738

Arnold, Genevieve H.

Strengthening Student Teachers' Reflective/Critical Thinking Skills through Collaborative Research.

PUB DATE- 6 Mar 92

NOTE- 22p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Hilton Head, SC, March 6, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Action Research; Cooperating Teachers; *Critical Thinking; Elementary Secondary Education; Extended Teacher Education Programs; Graduate Study; Higher Education; Participative Decision Making; *Preservice Teacher Education; Student Teacher Supervisors; *Student Teaching; Teacher Student Relationship

IDENTIFIERS- *Collaborative Learning; *Reflective Thinking; Reform Efforts

This descriptive study identified teacher education programs that involve undergraduate preservice teachers in research projects. Information was gathered using interviews, documents, and telecommunications. Data were analyzed utilizing the following questions: (1) What are the goals of student teacher research projects? (2) What are the problems encountered? and (3) What are the characteristics of successful student teacher research projects? Results indicated that project goals form a continuum from improvement of instruction to social and political reformation of schools. Common problems emerging were: (1) finding ways to evaluate the goals of research experience; and (2) overcoming the common obstacles that encumber collaborative research projects in general. Creative ways to overcome these identified obstacles and problems included: (1) building communities of educators within schools who meet regularly to generate research questions, exchange ideas, and experiment together; (2) pairing student teachers with cooperating

Education; Inservice Teacher Education; *Preservice Teacher Education; *Program Improvement; Social Change; *Theory Practice Relationship
IDENTIFIERS- *Reflective Teaching; Reform Efforts; Social Justice; Teacher Researchers

This paper addresses education reform efforts, specifically the need to improve schooling by improving the status, power, and working conditions of teachers through professional development programs. Two issues which continue to undermine the authenticity and social value of efforts to promote teacher development are addressed: (1) underneath the rhetoric of many current efforts to empower teachers to take control of their own professional development is a reality in which teachers remain extremely limited in the scope of their power to influence the conditions of their work; and (2) even when efforts to promote teacher development and reflective teaching are not illusory, teacher development often becomes an end in itself unconnected to broader questions about education in a democratic society. Teacher development needs to be genuine, connected to the promotion of equity and social justice, a means toward the education of everyone's children, and supportive of teachers' efforts to reflect on and change the practices and social conditions which undermine and distort the educational potential and moral basis of schooling in democratic societies. Forty-two references are included. (LL)

ED 344 882 SP 033 799

Reiff, Judith C.; Cannella, Gaile S.
Multicultural Beliefs and Conceptual Level of Early Childhood Preservice Teachers.
PUB DATE- Feb 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Dissonance; Early Childhood Education; Higher Education; *Minority Group Children; *Multicultural Education; Preservice Teacher Education; Research Needs; *Self Concept Measures; *Student Teacher Attitudes
IDENTIFIERS- *Conceptual Level; Preservice Teachers

This study was conducted to determine: (1) multicultural beliefs of preservice teachers; (2) participants' feelings of confidence for working with and understanding different multicultural groups; (3) differences between students who function at a low or a high conceptual level in multicultural beliefs; and (4) differences between students who function at a low or a high conceptual level in feelings of confidence for working with and understanding different multicultural groups. The Multicultural Beliefs Instrument and the Hunt Conceptual Level Inventory were administered to early childhood student teachers (N=64) prior to their student teaching experience. The group had been exposed to courses with multicultural components, but no separate course was offered. Results, summarized in four tables, indicate that: significant differences exist among students with high or low conceptual levels, multicultural beliefs, and feelings of confidence; students with a higher conceptual level had more positive belief repsponses than did students with lower conceptual levels; and high conceptual level students expressed more

Does It Really Matter What Teachers Think of Tests? Mandated Testing in Two "Low Stakes" School Districts.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Elementary Education; *Elementary School Teachers; Grade 3; Grade 4; Grade 6; Intermediate Grades; Likert Scales; School Districts; *Standardized Tests; Surveys; *Teacher Attitudes; *Test Coaching; Test Results; Time Management
IDENTIFIERS- Comprehensive Tests of Basic Skills; Iowa Tests of Basic Skills; *Low Stakes Testing; *Mandated Tests

During the course of a large-scale study of teacher preparation for standardized tests in two low-stakes school districts, the question of whether the attitudes of teachers about standardized tests are a factor in their administration of mandated standardized tests in the classroom was addressed. Third-, fourth-, and sixth-grade teachers (n=178) completed a survey of perceptions of standardized tests that also asked how much time teachers spent preparing their classes for the tests. Students in one school district took the Comprehensive Test of Basic Skills in grades 3 and 6 (1,734 students and 1,607 students, respectively), while 1,955 fourth graders in the other district took the Iowa Test of Basic Skills. Teachers' perceptions of standardized tests varied, but were not consistently related either to the effort that teachers put into preparing for the tests or to their students' test performance. Results do not contradict the assumption that teachers administered the tests in ways largely uninfluenced by their personal feelings as reflected in the Likert items of the survey. Eight tables and three graphs present study findings. There is a 10-item list of references. (SLD)

ED 344 902 TM 018 207

Mazzeo, John; And Others
Comparability of Computer and Paper-and-Pencil Scores for Two CLEP General Examinations. College Board Report No. 91-5.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Entrance Examinations; College Students; Comparative Testing; *Computer Assisted Testing; English; Higher Education; *Mathematics Tests; *Scores; Test Construction; Test Format; Writing (Composition); *Writing Tests
IDENTIFIERS- *College Level Examination Program; English Composition Test; *Paper and Pencil Tests

Two studies investigated the comparability of scores from paper-and-pencil and computer-administered versions of the College-Level Examination Program (CLEP) General Examinations in mathematics and English composition. The first study used a prototype computer-administered version on each examination for 94 students for mathematics and 116 for English. Based on these results and participant feedback, modifications were made to prominent (economic status, limited English proficient status, and extracurricular participation). Findings highlight specific social and academic program needs for these students. Eleven charts and three bar graphs provide data about the study population. Three appendices contain a data collection form, the rating scale criteria, and four tables of findings by grade. A 15-item list of references is included. (SLD)

ED 344 920 TM 018 252

Jang, Younghee; Radio, Joni L.
Problems in Merging District- and Community-Based Data Sets.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Census Figures; *Community Characteristics; *Data Analysis; Databases; Elementary Secondary Education; *Evaluation Methods; Geography; Information Utilization; Management Information Systems; National Surveys; Research Methodology; *Research Problems; *School Districts
IDENTIFIERS- Census Mapping Project; Data Sets; Educational Information; *Information Integration; TIGER Database File

Integrating information from local school district and community data sources is essential to understanding the relationships between them. A major problem in merging such data concerns the geographic incongruities of the boundaries of school districts (local education agencies) and the boundaries of communities. This paper focuses on resolution of this problem at the national and state levels. The recent attempt of the Southwest Regional Laboratory to resolve this problem through the Census Mapping project is described. It is evident that the near-optimal solution lies in a complete blocking of the United States and the identification of all the blocks in every school district to allow an accurate aggregation of Census data pertaining to each local education agency. The complexity of this effort has led the Census Bureau to develop and implement a digital cartographic database, the Typological Integrated Geographic Encoding and Referencing (TIGER) system. School district information from the states is being included. A lot of staff power is required to construct the database, and the district equivalency file will not be available until 1993. Great progress will be made if Congress passes a Uniform Data Act that requires a universal format for data from states receiving federal funds. Better forecasting and planning and more equitable distribution of funds will result when more timely and accurate data are available. There is a 14-item list of references. (SLD)

ED 344 921 TM 018 253

Tushnet, Naida C.
A Cross-Program View of School Improvement Results.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English

one, poses the following problems of analysis for both: (1) the variation in phonological substance manifested by the mutating segments themselves; and (2) the larger contextual pattern within which this mutation takes place. Comanche appears to exhibit a slightly skewed but typical variety of consonant mutation for which an insightful floating feature analysis might be expected. Such an account is approached and contrasted with a feature changing approach, specifically the parameter framework advocated by Archangeli. Contains 18 references. (LB)

ED 344 478 FL 020 312

Buckley, Eugene
The Alsea Noun Phrase.
PUB DATE- 89
NOTE- 18p.; In: Ok, Jong-seok, Ed. and Taneri, Mubeccel, Ed. Studies in Native American Languages V; see FL 020 310.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *American Indian Languages; Grammar; Language Research; Linguistic Theory; Morphemes; *Nouns; Phrase Structure; Pronouns; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Alsea; Clitics; *Extinct Languages; Possessives

The structure of the noun phrase (NP) in Alsea, an extinct language of the Oregon coast, is examined with particular attention to the behavior of a clitic occurring in second position within the NP. A presentation of the basic facts includes the following: referential(s) and the deictics, possessive pronouns, third-person possessive, the ergative, modifiers, and the dative morpheme. A formal analysis is then provided, although because it is based on incomplete data limited by the contents of the available texts, certain issues cannot be resolved definitively. The analysis covers Klavens' parameters, the basic structure of the noun phrase, and the clitics. It is concluded that dative is lexically marked so that the preposition is forced to move to the end of the clitic group. Contains 11 references. (LB)

ED 344 479 FL 020 313

Chavez, Eliverio
Linguistic Borrowing in Chicano Literature.
PUB DATE- 89
NOTE- 11p.; In: Ok, Jong-seok, Ed. and Taneri, Mubeccel, Ed. Studies in Native American Languages V; see FL 020 310.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Grammar; Language Research; *Latin American Literature; *Linguistic Borrowing; Literary Criticism; *Sociolinguistics; Structural Linguistics
IDENTIFIERS- *Chicano Literature

A preliminary investigation was conducted to determine the extent of linguistic borrowing in Chicano literature. The findings indicate the use of loanwords, loanblends, and loanshifts, but no examples of hybrid creation and grammatical borrowing. The use of loans correlates with characters marked by negative social qualities, which expresses a common attitude toward the use of nonstandard forms. It is concluded that the use of Chicano loanwords by Chicano authors is limited. However, the discrimination, especially discrimination based on citizenship status or national origin that may result from the employer verification requirement of the Immigration Reform and Control Act (IRCA) of 1986. IRCA requires employers to check the work authorization documents of all workers within 3 days of hiring them. This packet contains four sections as follows: (1) Immigrants and the Workforce (documenting experience, employer sanctions); (2) Understanding Our Documents (documents needed for work, purposes of documents, the I-9 form, questions and answers); (3) What Is Discrimination (prejudice versus discrimination, situations to investigate, discrimination laws, student research models); and (4) Responding to Discrimination (improper requests for documents, various scenarios related to English or citizenship requirements or showing documents, formal action against employers). Most sections include primary activities, readings, and follow-up activities. Both teacher and student texts are provided, including student worksheet pages and companion teacher pages with exercise answers or teaching suggestions. Appendices provide detailed information on questions related to: documents to be used in filling out the I-9 form, samples of completed I-9 forms, Green Cards, forms for filing charges of discrimination based on national origin or citizenship status (in both English and Spanish) and a list of various Massachusetts resources dealing with employment discrimination and other workplace problems. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 344 501 FL 800 463

Short, Deborah J.; And Others
For the People...Citizenship Education and Naturalization Information. An English as a Second Language Text.
SPONS. AGENCY- Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.
PUB DATE- 88
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; *Citizenship Education; Citizenship Responsibility; *Civics; Court Litigation; *English (Second Language); *Immigrants; Language Skills; Second Language Learning; Textbooks; United States Government (Course); Vocabulary; Voting
IDENTIFIERS- *Naturalization Programs; *United States

A textbook for English-as-a-Second-Language (ESL) students presents lessons on U.S. citizenship education and naturalization information. The nine lessons cover the following topics: the U.S. system of government; the Bill of Rights; responsibilities and rights of citizens; voting; requirements for naturalization; the application process; the court hearing; national symbols; and review. The lessons allow ESL students to practice English skills in listening, speaking, reading, and writing. Most of the lessons have five parts, including pre-reading, information, reading, testing skills, and review. In addition, the textbook contains study questions, instructor guidelines, a vocabulary index, and answer key. Appendices provide the Immigration and Naturalization Service Application Form N-400, the Biographic Information Form G-325, and a fingerprint chart. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 344 502 FL 800 464

Effectiveness; State Legislation; State Programs
IDENTIFIERS- *California; Mount San Antonio College CA; San Joaquin Delta College CA; Santa Barbara City College CA

A study was done examining the experiences of four California community colleges that received pilot program grants to participate in a legislatively mandated, statewide accountability program. The participating colleges were Mount San Antonio College (Los Angeles), San Joaquin Delta College (Stockton), San Jose-Evergreen, and Santa Barbara City College. The data collection included centralized collection and reporting of information on student access, student success, student satisfaction, staff composition, and fiscal condition. Also as part of the study, the colleges and the state Chancellor's office developed a guide for local use and a systemwide accountability program. The study found that accountability had two meanings: at the state level it was tied to educational finance and the desire to make policy based on objective, defensible information. At the local, college level, it was linked to institutional effectiveness. The findings also seemed to suggest that, though features of the state accountability program are similar to recommendations made in Total Quality Management, colleges did not embrace that approach. Conclusions emphasized the importance of evaluation and assessment comprising multiple sources and types of information for a composite picture. Included are 23 references. (JB)

ED 344 521 HE 025 432

Borrero, Alfonso
The University as Institution Today: Topics for Reflections.
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
PUB DATE- 11 Apr 91
NOTE- 34p.; Paper presented at the UNESCO/NGO Consultation on Higher Education Issues (2nd, April 8-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; Developing Nations; Futures (of Society); Government School Relationship; Higher Education; Institutional Characteristics; *Institutional Role; School Community Relationship; Theory Practice Relationship; *Universities

This paper offers some reflections concerning the university as an institution today and in the future particularly in the developing nations. The discussion starts with a look at the double meaning of the word "administer." Taken internally "administer" relates to the organization of the university. Taken externally, "administer" refers to qualities through which the university makes itself visible and makes its presence felt in the social environment. The discussion particularly examines the qualities of institutional autonomy and the principles and philosophy which should govern the university's autonomous exercise and academic liberties. The discussion of the internal meaning of "administer" reviews the organic, academic structures which guarantee the successful management of the teaching, research, and technological functions resulting in the integral formation of persons through the pedagogical systems the university establishes. It is also noted that the university administers services to culture, to the individual, and to society through the

Faculty" (Linda Hilsen, Emily Wadsworth, Judy Cohen); "Strengthening Faculty Development Programs Through Evaluation" (Ann Ferren, Kay Mussell); "Teaching the Hearing-Impaired College Student: Current Practices in Faculty Development" (Karen Conner, Harry G. Lang); "It's Working: A Training Program for Foreign Treaching Assistants" (Rosslyn M. Smith, C. Len Ainsworth); "Non-Traditional Intervention Strategies for Improving the Teaching Effectiveness of Graduate Teaching Assistants" (Jody D. Nyquist, Ann Q. Staton-Spicer); "Rescue the Perishing: A New Approach to Supplemental Instruction" (Calvin B. Peters). References follow chapters. Contains title and author indexes. (GLR)

ED 344 540   HE 025 454

Kurfiss, Joanne Gainen, Ed.
To Improve the Academy: Resources for Student, Faculty, and Institutional Development, Volume 7.
PUB DATE- Oct 88
NOTE- 219p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; Case Studies; *College Faculty; Educational Improvement; *Faculty Development; *Higher Education; *Instructional Improvement; Professional Development; Quality of Working Life; Skill Development; *Teacher Improvement; Teaching Assistants; Undergraduate Study

This collection of papers, the seventh in an annual series, presents views of members of the Professional and Organizational Development Network in Higher Education on classroom research, the fostering of student inquiry, the realities and possibilities of academic life, and the training and support of academic professionals. Articles and authors are as follows: "Project Learn: Encouraging Innovation and Professional Growth Through Classroom Research" (Kate Brooks); "Notes on a Classroom Research Program" (Bette LaSere Erickson, Glenn R. Erickson); "Art Essays and Computer Letters" (Wendy Holmes); "Alternatives for Evaluating the Death Education Student" (J. Eugene Knott); "Evaluating Structured Group Activities for the Large Class" (John Stevenson); "Undergraduate Students' Use of Time: A Classroom Investigation" (Barbara E. Brittingham); "Weekly Quizzes and Examination Performance in Intermediate Accounting" (Joseph Matoney); "Student Styles and Learning in Two College of Business Courses" (Blair Lord); "Improving Teaching by Reflecting on Practice" (Ron Smith, Fred Schwartz); "Using Field Methods as an Instructional Tool" (Donald H. Wulff, Jody D. Nyquist); "Topics in Question: Active Learning through Inquiry" (Susan Lundvall Brodie); "Assessing Faculty Quality of Life" (Jon Hageseth, Sally Atkins); "Satisfactions and Concerns of New University Teachers" (Mary Deane Sorcinelli); "Helping Faculty Meet New Pressures for Scholarly Writing" (Robert Boice); "On Being a Faculty Member or Things Your Dissertaton Adviser Never Told You" (Richard Thompson, Jim Turner, Robert Boice); "The Washington Center: A Grass Roots Approach to Faculty Development and Curricular Reform" (Barbara Leigh Smith); "Collaborating with Departmental TA Coordinators: The Next Step?" (Nancy Chism); "Practices Used by Excellent Department Chairs to Enhance the Growth and Development of Faculty" (Myra Wilhite, Anita Leininger); "Developing

Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For an earlier paper, see ED 104 256.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Culture Conflict; *Foreign Students; Higher Education; *Leadership Training; Models; Program Descriptions; Program Development; State Universities; *Workshops
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Cultural Reentry

This report describes a leadership training seminar for administrators responsible for developing re-entry or transition workshops for foreign students. Background and introduction sections describe the challenges that foreign students face when they return to their own countries after study in the United States and their need for assistance in negotiating this transition. Also described is the development of the re-entry workshop format and the goal of training foreign student coordinators nationwide to conduct such events. There follows a discussion of some considerations inherent in holding a training seminar for leaders of re-entry workshops and then a description of workshop techniques such as ice breakers, role playing and other exercises. Throughout the description of issues and exercises, the insights and experiences from an actual leadership training seminar are noted. Included are four sample workshop formats, three case studies for discussion, an evaluation questionnaire and a list of participants in the leadership training seminar. Also included are seven references. (JB)

ED 344 559 HE 025 475

Outcomes Assessment in Postsecondary Education: Report and Recommendations of the Florida Postsecondary Education Planning Commission. Report 5.
PUB DATE- Mar 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blue Ribbon Commissions; *College Outcomes Assessment; Educational Assessment; Higher Education; Institutional Evaluation; Long Range Planning; Needs Assessment; Postsecondary Education; Productivity; Resource Allocation; State Legislation; *Statewide Planning
IDENTIFIERS- *Florida

At the direction of the Floria State legislature, a study was done of outcomes assessment in Florida's higher education institutions. A committee formed to conduct the study met on nine occasions to review background information, receive public testimony, and discuss draft materials. The committee received information from public and private postsecondary institutions, the Board of Regents, the State Board of Community Colleges, legislative staff, the Office of the Governor, the Office of the Auditor General, a nationally recognized expert on postsecondary education assessment, and Florida's business and industry sector. The committee concluded that fundamental, systemic issues associated with the structure, financing, management, and productivity of higher education in Florida should be addressed in the next master plan for postsecondary education. In particular, the issue of assuring higher educational goals. The seven appendices correspond to the individual chapters, and contain bibliographic information, tips for success, planning guides, relevant guidelines, checklists, equipment requirements, and schedules. An alphabetical subject index is also provided. (DB)

ED 344 577 IR 015 526

A Progress Report on the Long-Range Plan for Technology of the State Board of Education. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Second Texas Legislature.
PUB DATE- May 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; Distance Education; *Educational Change; *Educational Technology; Elementary Secondary Education; *Long Range Planning; Microcomputers; Objectives; State Departments of Education; State Legislation; Technological Advancement; Telecommunications
IDENTIFIERS- *Texas

Adopted in November 1988, the Long-Range Plan for Technology of the Texas State Board of Education plots the course for meeting educational needs through the application of technology and for implementing concomitant changes in education from 1988 to the year 2000. The plan recognizes that both educational technology and the practice of education are changing and reflects the belief that advances in technology applied to the practice of education can be an effective means of achieving a vision of education that would otherwise be unattainable. The vision of education is one in which: no student is denied course work necessary for employment or higher education; teachers have both the responsibilities and resources to guide the instruction of their students; performance determines advancement; performance and economic status are unrelated; and adults continually enhance their job and life skills. Four priorities established in the original plan are still valid today: classroom instruction; instructional management; distance education; and telecommunications. It is noted that state legislation has provided the statutory authority and the appropriations necessary to take the initial steps for changing the face of education in Texas. This report contains updated information intended to: (1) illustrate the environmental conditions that influenced the creation of the plan and which will influence continued progress toward its stated goals; (2) provide a brief description of the progress made toward the implementation of the plan; and (3) outline requests to the Seventy-Second Legislature which will enable further progress toward achieving the goals of the plan. (25 references) (DB)

ED 344 578 IR 015 527

Prinsloo, Jeanne, Ed.; Criticos, Costas, Ed.
Media Matters in South Africa. Selected Papers Presented at the Conference on Developing Media Education in the 1990s (Durban, South Africa, September 11-13, 1990).
PUB DATE- 91
NOTE- 296p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Television; Elementary Secondary

ED 344 597 IR 054 000

Archival Administration in the Electronic Information Age: An Advanced Institute for Government Archivists (2nd, Pittsburgh, Pennsylvania, June 3-14, 1991).
SPONS. AGENCY- National Association of Government Archives and Records Administrators, Albany, NY.; National Historical Publications and Records Commission, Washington, DC.
PUB DATE- Dec 91
NOTE- 78p.; For the 1990 report, see ED 331 470.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Archives; Data Processing; Federal State Relationship; *Information Management; Information Storage; *Information Systems; Information Technology; Long Range Planning; State Programs; Statewide Planning

This report describes the first phase of an institute that was designed to provide technical information to the chief administrative officials of state archival agencies about new trends in information technology and to introduce them to management tools needed for operating in this environment. Background information on the first institute (1989-90) and a brief review of the main points of presentations made by the institute participants are included in the introductory materials. More detailed summaries of the following presentations and discussions are also presented: (1) a review of past and present goals and objectives of the institute (Edwin C. Bridges, Alabama State Archivist and Chairman of the National Association of Government Archives and Records Administration--NAGARA); (2) "Electronic Records and Their Implications for Archives" (Charles Dollar, National Archives and Records Administration); (3) "State Government Information Policy" (Michael Hale, Executive Administrator of the Florida Information Resources Commission); (4) "Strategic Planning: Introduction and Model," "Strategic Planning: Stakeholder Analysis," and "Strategic Planning: Pointers for State Planning" (John Prescott, Katz Business School, University of Pittsburgh); (4) "Information Technology Forecasting" and "Systems Design and Analysis" (Ken Sochats, Department of Information Science, School of Library and Information Science, University of Pittsburgh); (5) "Elements and Requirements for a State Electronic Records Program" (Margaret Hedstrom, New York State Archives and Records Administration); (6) "Information Technology Standards and Standardization" (Michael Spring, Department of Information Science, School of Library and Information Science, University of Pittsburgh); and (7) discussions of a proposed Council of State Government Study on State Records Laws and Electronic Records (Edwin C. Bridges), the National Archives Optical Disk Report (Edwin C. Bridges), and Graduate Archival Education and State Archives Employment Needs (Richard J. Cox). Appendices include a list of names, addresses, and telephone numbers of the NAGARA Institute participants and National Archives representatives; the schedule for the institute; an annotated bibliography of readings and reserve readings for the institute; reports of the institute working groups; and an outline of research issues and proposals. (MAB)

ED 344 598 IR 054 001

AIME Copyright Information Packet. Revised.
PUB DATE- Dec 91

hearings revealed the following: (1) the most frequently cited reason for choosing a particular senior institution was that it was the only school offering the program the student was seeking, or that it had the best reputation in the student's chosen field; (2) the most consistently positive theme from the hearings was the availability of transfer guides, developed by four-year institutions to assist two-year college students in planning their program of study; (3) college personnel indicated significant difficulty in providing students with information in a timely manner; (4) students underscored the need for better communication between students and personnel, particularly advisors, at two- and four-year institutions; (5) shortcomings of articulation agreements included their lack of uniformity and their tendency to become outdated; and (6) of the transfer students interviewed, 57% had graduated from a two-year college. (PAA)

ED 344 617 JC 920 086

Feldman, Marvin
Convocation: Opening Day Remarks, Fashion Institute of Technology.
PUB DATE- 27 Jan 92
NOTE- 13p.; Speech delivered at the Fashion Institute of Technology (New York, NY, January 27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *Associate Degrees; College Planning; *Educational History; *Fashion Industry; Higher Education; *Institutional Mission; *Institutional Role; *Relevance (Education); Retrenchment; Technical Institutes

These opening day remarks by the Fashion Institute of Technology's (FIT's) retiring president focus on the Institute's educational history, mission, and future. First, the paper discusses FIT's finances which are undergoing a period of retrenchment due to a $700,000 cut in state aid, and an anticipated $500,000 reduction in city funds. The next section provides an update on institution-wide efforts to increase diversity, highlighting the Minority Recruitment and Retention Committee's newly established Committee on Diversity (which has developed an action plan to address student recruitment and retention, faculty/staff relations and administrative policy), and the Bias Mediation Committee (designed to help resolve matters of bias based on sex, race, religion, age, or disability). The final section, which focuses on the future direction of FIT, emphasizes the following activities/goals: (1) rekindling a common vision of FIT's history and mission by facilitating communication between the College's growing adjunct faculty and its more experienced full-time faculty; (2) maintaining institutional commitment to a professional education by supporting the 2 2 format which requires students to earn an associate in applied science degree before enrolling in a baccalaureate program; and (3) changing FIT's organizational structure and curricula to meet the complexities of the changing fashion industry. The paper concludes by tracing the 40-year growth of FIT's facilities and mission, beginning as a trade school primarily concerned with technique, and expanding to an internationally recognized institute of technology concerned with meaning, moral implication, cultural context, design, and communication. (JMC)

ED 344 618 JC 920 150

the quality success factor, the nine specific measures analyzed are: (1) institutional salaries as a percent of the Southeastern regional average; (2) participation in staff development programs; (3) persistence of students toward completion of goals; (4) number of students returning from previous quarters; (5) rate of success on licensure exams; (6) correctness of equipment; (7) percent of libraries meeting the American College and Research Library Standards; (8) number of students moving from one level of literacy to another; and (9) performance of transfers after two semesters. Data for the system as a whole and, where appropriate, for individual institutions, are presented for each measure, along with background information, a brief analysis of implications, and sources and recommendations for future data collection. (JMC)

ED 344 634 JC 920 200

Anker, Mike; And Others
Strengthening the Accreditation Process.
PUB DATE- May 92
NOTE- 24p.; Recommendations adopted in the Spring 1992 session.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *College Governing Councils; Committees; Community Colleges; Faculty Evaluation; *Institutional Evaluation; *Self Evaluation (Groups); *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In 1992, the Academic Senate for the California Community Colleges adopted this report on the state's accreditation, and directed the Executive Committee to work with the Accreditation Committee in order to implement its recommendations to the greatest extent possible. Suggestions concerning the composition and effectiveness of visiting teams are included, along with recommendations offered to the Commission and to the Academic Senate itself for strengthening the activities concerning accreditation. Specific areas covered in the recommendations included the following: the self-study; the visiting team report; the Commission; and the standards. Two related reports are attached. The first, adopted in spring 1990 by the Educational Policies Committee of the Academic Senate, focuses on accreditation in terms of evaluating the collective faculty. The second report provides a list of Academic Senate resolutions on accreditation from 1979-1991. (JMC)

ED 344 635 JC 920 201

Illinois Trustee, 1991-1992.
PUB DATE- 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; *Educational Administration; *Educational Finance; Educational Legislation; Educational Planning; *Educational Trends; Futures (of Society); *Governance; *Governing Boards; Government School Relationship; Retrenchment; Strikes; Transfer Policy; *Trustees; Two Year Colleges
IDENTIFIERS- *Illinois

"Illinois Trustee," the official publication of the Illinois Community College Trustees Association (ICCTA), is distributed

DESCRIPTORS- Community Colleges; Comparative Analysis; Credit Courses; *Enrollment; *Enrollment Trends; *School Demography; *Student Characteristics; Student Educational Objectives; Tables (Data); Trend Analysis; Two Year Colleges

IDENTIFIERS- Oklahoma City Community College

These two research monographs profile fall 1991 and spring 1992 Oklahoma City Community College (OKCCC) students, respectively, comparing currently enrolled students to those from previous semesters. Each report provides a short narrative summary of findings and four data tables, presenting longitudinal enrollment figures beginning in spring 1986 (for the 1991 report), and in spring 1988 (for the 1992 report). Table I aggregates data by gender, full-/part-time status, new/returning/graduate status, marital status, average age, ethnicity, and reason for attending OKCCC. Table II provides a map of Oklahoma which locates the origin of students enrolled in credit classes by region, table III shows distribution of student enrollment in day/night classes, and table IV covers distribution of students by age. Highlighted findings include the following: (1) fall 1991 total enrollment was 10,126 students, an increase of 21.1% in headcount and 24.3% in credit hours over the previous fall; (2) fall 1991 data showed increases in the percent of full-time students, single students, and females, and decreases in the percent of night students and White students; (3) 39.9% of students enrolled in credit classes in fall 1991 were from the southwest quadrant of Oklahoma City; (4) spring 1992 total enrollment was 10,222, an increase of 1.7% in headcount and 2.1% in credit hours over the previous spring; (5) spring 1992 showed slight increases in the percent of single students, males, and Blacks and Native Americans, and a significant increase in students pursuing a transfer degree (from 23.5% and 34.5%); and (6) three-fourths of the students were from the western half of Oklahoma City, with just over 40% from the southwest quadrant. (JMC)

ED 344 651 JC 920 223

O'Heron, Paul, Ed.

Center Stage: A Platform for the Discussion of Teaching/Learning Ideas. 1991-1992.

PUB DATE- 92

NOTE- 70p.; For volume 1 (1990-1991), see ED 337 234.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Classroom Environment; *Classroom Techniques; College Faculty; *College Instruction; Community Colleges; Creative Teaching; Educational Strategies; *Instructional Innovation; Learning Strategies; School Publications; Teacher Effectiveness; *Teaching (Occupation); *Teaching Experience; Teaching Methods; Two Year Colleges

"Center Stage" is a monthly publication of Broome Community College (Binghamton, New York), sponsored by the Teaching Resources Center as a platform for the discussion of ideas about teaching and learning by Broome College faculty. The second volume (nine issues) of "Center Stage" includes the following articles: "Towards a Learning Community: Using and Infusing a Campus-Wide Theme," by Bryan K. Blanchard; "Characteristics of Adult Learners," by Annamary Allen; "Technology, Culture, and the Modern Crisis," by Lorenz J. Firsching; "Writing as a Sustainable Skill in the Technologies," by Rachel Hinton; "Pronouns and Sexism," by Richard Stoner; "Calculators: Giving All a Fair Disadvantage," achievement. One study found a relationship between leadership skills and birth order for males. Several studies found no relationship between birth order and academic achievement; grade point average; self-esteem; locus of control scores; and scores on the Developmental Indicators for the Assessment of Learning-Revised test. Some of the studies did find relationships between academic achievement and variables other than birth order, such as parents' educational level. Two studies determined that first-born children received more parental interaction and more affectionate and caretaking behaviors from their mothers than did other children. Other studies indicated that first-born children: (1) had higher academic achievement after a relocation; (2) had higher grade point averages; (3) made up a larger proportion of the college population; and (4) scored higher on standardized tests of verbal aptitude. It is concluded that there is a relationship between birth order and academic achievement. Spacing children's ages can offset the advantage of the first-born. Parental interaction with a child and the parents' educational background influence the child's academic achievement. An 18-item bibliography is provided. (BC)

ED 344 669 PS 020 461

Canadian Families in Transition: The Implications and Challenges of Change.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Birth Rate; Child Rearing; Cooperation; Divorce; Ethnic Groups; *Family (Sociological Unit); Family Income; Family Life; *Family Programs; Family Relationship; *Family Role; *Family Status; Family Violence; Foreign Countries; Marriage; One Parent Family; Poverty; *Public Policy; Religion; *Social Change; Socialization; Urban Areas; Values
IDENTIFIERS- *Canada

This document suggests ways in which Canadian organizations in the public, private, and nonprofit sectors can approach the development of policies that are supportive of families. The document is organized into 4 chapters. The first chapter describes changes that have occurred in Canadian Families in the last 50 years. Twelve charts depict data concerning these changes. The second chapter examines the diversity among and within families and notes the consequences of this diversity for public policy. It also reviews recent trends in demographic, social, and economic change that affect families and public policy. The third chapter outlines the concept of families as open systems that permeate society as a whole. It distinguishes between remedial and systemic approaches to family policy. The final chapter suggests a framework of principles for evaluating the degree to which policies respond to the needs of families. It also examines the broad array of public policies that affect families. (GLR)

ED 344 670 PS 020 463

Raack, Lenaya; And Others
Interagency Collaboration in the Heartland: Challenges and Opportunities. Proceedings of the NCREL Early Childhood Connection Regional Forum (1st, Elmhurst, Illinois, October 14-

are 18 citations to additional resources. (GLR)

ED 344 686 PS 020 506

Bayer, Darryl Lee
Cohort, Gender, and Geographic Differences in Parenting Values.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Beliefs; *Child Rearing; Communication (Thought Transfer); Daughters; Discipline; Generation Gap; *Geographic Location; Love; Maturity (Individuals); Middle Aged Adults; Older Adults; Old Old Adults; *Parent Child Relationship; Parenting Skills; Rural Areas; *Sex Differences; Sons; *Values; Young Adults
IDENTIFIERS- Illinois; Minnesota

This article summarizes a study of the parenting behaviors that men and women from 3 age groups (ages 16-34, 35-59, and 60-93 years) considered to be most important or most detrimental for constructive child rearing. A total of 90 male and 90 female residents in rural northern Minnesota and an equal number in rural northwestern Illinois formed the sample. Subjects assigned each parenting behavior to one of 5 parenting dimensions: maturity, love, communication, discipline, and values. Differences in valued parenting behaviors are reported in terms of gender, cohort, and geographic location. Results indicated a general pattern for all dimensions: members of the middle-aged cohort made changes in response to disagreement with the older generation who had reared them. Members of the young cohort built on and extended the changes made by the generation of the middle-aged cohort. Females tended to emphasize changes that led to constructive parenting behaviors more than males did. The amount of formal education appeared to be positively correlated with constructive parenting. Related materials are appended. (GLR)

ED 344 687 PS 020 508

Fore, David A.
Off to a Good Start with Even Start!
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Agency Cooperation; *Early Childhood Education; Early Intervention; Eligibility; *Federal Programs; Parent Child Relationship; *Parent Education; Parent Participation; Program Evaluation
IDENTIFIERS- Adult Education Act; *Even Start; *Family Literacy; Peabody Picture Vocabulary Test (Revised); Preschool Inventory (Caldwell)

This document describes Even Start, a new federal family literacy program that combines early childhood education, parenting education, and adult literacy education. The program is based on the collaboration of community organizations and provides a new range of services. These services include family-centered education programs that involve parents and children in a cooperative effort to help parents become full partners in the education of their children. The program was first funded in 1989, and funding levels are increasing to match public

Definitions; Demography; *Federal Indian Relationship; Land Use; Tribal Sovereignty; Tribes; *Trust Responsibility (Government)
IDENTIFIERS- *Bureau of Indian Affairs

This booklet answers briefly the most common questions about American Indians asked by students, teachers, researchers, librarians, government agencies, and the news media. Sections outline the history, responsibilities, educational programs, and housing programs of the Bureau of Indian Affairs (BIA); President Bush's American Indian policy; current federal appropriations for Indian programs; statistics about the nearly 2 million American Indians and Alaska natives, 510 federally recognized tribes, and 278 federal Indian reservations; and birth and death rates and related demography. A section of questions and answers defines or discusses Indian identity, tribal membership, reservations, American Indian languages, the federal Indian relationship, citizenship and voting, other legal rights and responsibilities, tribal governments, treaties, tribal sovereignty, and genealogy. This booklet also contains a map showing federally recognized tribes, information sources in federal government agencies and libraries, an 84-item bibliography, and lists of BIA area offices and national American Indian organizations. (SV)

ED 344 707 RC 018 566

Miller, Bruce A.; Hull, Janis L.
Overcoming Professional Isolation in Small, Rural Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Elementary Secondary Education; *Professional Development; *Program Descriptions; *Program Implementation; *Rural Schools; *Small Schools; Teacher Effectiveness
IDENTIFIERS- *Isolation (Geographic); *Isolation (Professional)

This report examines the issues, needs, and strategies related to professional development in small, rural schools in Idaho, Montana, Oregon, and Washington. Information was gathered by a survey, a series of rural education forums, and case study interviews. Respondents of the survey and participants of forums were legislators, practitioners, members of professional associations, and state policymakers. They identified factors that limited professional development, including geographic and professional isolation, community attitudes, time, fiscal resources, and irrelevant opportunities. Strategies for overcoming these constraints included networking, telecommunications, using outside service agencies, conferences and workshops, restructuring of school time, and providing incentives. The literature review revealed four dimensions (defined need, leadership, school climate, and staff ownership) that needed consideration when creating professional development opportunities. When implementing change, important elements were: administrator turnover, age and experience of the staff, and the school culture. Three cultural types of schools are described along with conditions under which these types develop. Professional and geographic isolation can be successfully overcome by: (1) developing supportive standards that account for the unique nature of rural communities; (2)

DESCRIPTORS- Case Studies; Early Childhood Education; *Educational Finance; *Educational Policy; *Educational Technology; Effective Schools Research; Elementary Secondary Education; Regular and Special Education Relationship; Resource Materials; *Rural Schools; *Special Education; *Teacher Recruitment

This resource book covers a variety of topics on special education and rural education research and practice. The document is a collection of articles and resource listings. The articles are categorized into: (1) general (effective schools, special education, rural schools); (2) recruiting, retaining and training teachers; (3) financing rural special education; (4) policy and law; and (5) appropriate technology. Specific topics within these categories include: (1) integration of general and special education; (2) vocational education for special populations; (3) social skills assessment; (4) American Indian education; (5) at-risk students; (6) early childhood special education training; (7) special education staffing in rural areas; (8) support personnel training for serving rural disabled students; (9) teacher competencies in adapted physical education; (10) personnel standards for Part H of PL 99-457 (serving infants, toddlers, and their families); (11) legal responsibility for funding the education of the severely disabled; (12) the politics of special education; (13) the cultural context of policy; (14) distance education; and (15) microcomputer use in special education. Following the articles is a section on promising practices and case studies of effective schools. The final sections contain a list of resources and a bibliography on rural special education. (KS)

ED 344 726 RC 018 641

Utah Migrant Education Annual Summer Evaluation Report.
PUB DATE- Jan 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Gains; Educational Needs; Elementary Secondary Education; *Migrant Education; Pretests Posttests; *Program Administration; *Program Effectiveness; Program Evaluation; Special Needs Students; *Student Characteristics
IDENTIFIERS- ECIA Chapter 1 Migrant Programs; *Utah

In Utah, Migrant Education is a summer-only program offered at 10 sites for children from preschool through high school. Federal funds for programming are allocated to school districts according to enrollment statistics, number of staff, review of program offerings, and fiscal status. The program identifies eligible migrant children and enrolls them in the Migrant Student Record Transfer System (MSRTS), which facilitates the transfer of migrant student education and health records. The largest percentages of migrant students served in Utah originated from Texas, Arizona, California, and Mexico. For the past 3 years the program has placed emphasis on meeting the needs of secondary students to assist them in completing their educational program. On-site evaluations were completed each year. This report describes the 10 program sites in terms of enrollment, staff involvement, curricular activities, areas of strengths and weaknesses, and program goals. The appendices contain tables and graphics displaying data about student enrollment, gender, district, instructional service, grade, age, ethnicity, migrant status, and support services. Also included are pretest and posttest achievement scores for sporadically, change their views without additional evidence, and finish the course with a group of isolated ideas. Unlike the students with a progressing view of thermodynamics, these students do not gain more predictive ideas as time goes on, but simply move from one set of ideas to another. These findings contribute to understanding both the nature of the learner and the nature of the learning process and suggest ways to design science curricula to facilitate robust student understanding. (Author)

ED 344 745 SE 052 444

Cobern, William W.
The Natural World as Understood by Selected College Students: A World View Methodological Exploration.
PUB DATE- Apr 91
NOTE- 80p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991). Concept maps will not reproduce clearly due to filled print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *College Students; *Cultural Influences; Environmental Education; *Ethnography; *Females; Higher Education; Interviews; Natural Sciences; Qualitative Research; Science Education; *Science Instruction; Student Attitudes; Student Characteristics

World view variations potentially interfere with science education, particularly when instruction proceeds unaware of the importance of fundamental epistemological structure of learning. The research reported here specifically addresses the cognitive culture of women college students with respect to conceptualizations of nature, a delimitation of world view. Equally important objectives were to develop further the logic of justification and to test the effectiveness of interpretive, ethnographic methods. The approach to cultural study taken in the current research involved the use of logico-structuralism, a world view model adapted from cultural anthropology. The subjects of the study were 20 college students enrolled in a science course. Data were collected via semistructured ethnographic interviews. The structure came from projection devices used to encourage the participants to talk about the natural world. Three elicitation devices were employed to elicit conversation beyond what the photograph and initial question could accomplish alone. The analysis of interview transcripts followed a grounded theory format. This process led to inferences about students' fundamental views toward the natural world. Several students did not connect knowledge of the natural world with science. Many of the students had a strong aesthetic sense about the natural world. They preferentially understood nature in terms of beauty and design. These students had a strong sense that nature must be conserved. Finally, these students generally viewed the natural world as orderly. If the science classroom is anything like that suggested by some research, then there is indeed a mismatch between many students' views of the natural world (e.g., aesthetic) and the view presented in science classrooms (e.g., materialistic). An explanation of elicitation devices, conceptualizations of nature codes, and concept maps and narratives of the respondents are appended. (40 references) (KR)

ED 344 746 SE 052 515

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chemical Reactions; Classroom Environment; Curriculum Guides; Earth Science; Elementary School Science; Environmental Education; Foreign Countries; *Grade 5; Intermediate Grades; *Process Education; Science Activities; Science Fairs; Science Instruction; *Scientific Concepts; Student Attitudes
IDENTIFIERS- Concept Maps; Discrepant Events (Science); Manitoba; *Scope and Sequence

This guide is one of a set of 10 science guides, each covering a separate grade in Manitoba, together covering kindergarten through grade 9. The guides have been designed to provide a framework for building scientific concepts and developing the learning of process skills. They replace an earlier set of guides dated 1979. Each guide is essentially the same through the first 16 pages, after which the core units vary appropriately for each academic level. Three themes and units within those themes which are carried through the K-4 program include: (1) environmental interdependency and interaction--adaptions to environment (grade 5); (2) matter and energy--electric charges/ forces and motion/physical and chemical change (grade 5); and (3) earth, time and space--the changing earth (grade 5). Appendices include: (1) K-9 program overview; (2) science processes development: K-9; (3) science processes development: problem solving, K-9; (4) objectives and concepts for STS interactions; (5) K-9 STS content; (6) uses of computers in science; (7) safety in science; (8) women in science; (9) science fairs; (10) basic equipment lists for grades 5-9; (11) directions for using the microscope; and (12) a copy of the response questionnaire for the K-9 program of studies. (KR)

ED 344 765 SE 052 730

Science: Grade 6. Interim Guide.
PUB DATE- 91
NOTE- 171p.; For other individual guides, Kindergarten through Grade 9, see SE 052 724-733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Astronomy; Classroom Environment; Curriculum Guides; Earth Science; Elementary School Science; Environmental Education; Foreign Countries; *Grade 6; Intermediate Grades; Physics; *Process Education; Science Activities; Science Fairs; Science Instruction; *Scientific Concepts; Student Attitudes; Weather
IDENTIFIERS- Concept Maps; Discrepant Events (Science); Manitoba; *Scope and Sequence

This guide is one of a set of 10 science guides, each covering a separate grade in Manitoba, together covering kindergarten through grade 9. The guides have been designed to provide a framework for building scientific concepts and developing the learning of process skills. They replace an earlier set of guides dated 1979. Each guide is essentially the same through the first 16 pages, after which the core units vary appropriately for each academic level. Three themes and units within those themes which are carried through the K-4 program

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Elementary Secondary Education; Higher Education; Logical Thinking; Methods Courses; *Misconceptions; *Physical Sciences; *Preservice Teacher Education; Science Education; *Sex Differences; *Skill Development; Skills; Standardized Tests; Thinking Skills

The purpose of this causal-comparative study was to compare reasoning level, American College Test (ACT) science, process skills, and physical science misconceptions of preservice elementary and secondary science teachers and to investigate gender differences. The stratified randomly drawn sample (n=68) consisted of preservice elementary and secondary science methods teachers. During the first two weeks of classes, the Group Assessment of Logical Thinking (GALT), the Integrated Process Skills Test II (TIPS II), and the Physical Science Test (PST) were administered. Seventy-six percent of the sample (85% of secondary and 68% of elementary) were formal reasoners. Fifty percent or more of the preservice elementary teachers correctly answered all items on TIPS II except one. Sixty-five percent or more of the preservice secondary teachers had correct responses to the TIPS items. Misconceptions in electromagnetic phenomena/electricity/light, motion, and mass were found most often. Significant two-way ANOVAs (p .01) were found on the ACT Science in favor of the secondary teachers and on the PST in favor of males and secondary teachers. (Author)

ED 344 782 SE 052 906

Bitner, Betty L.
Gender Comparisons: Attitudes of Preservice Elementary Science Methods Teachers toward Science and Science Teaching.
PUB DATE- 23 Mar 92
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 23-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; Inquiry; Methods Courses; *Preservice Teacher Education; Science Education; *Science Instruction; *Sciences; *Sex Differences; Standardized Tests; *Teacher Attitudes
IDENTIFIERS- Constructivist Learning

The purpose of this causal-comparative study was to compare attitudes that male and female preservice elementary science methods teachers have toward science and science teaching. The stratified random sample (n=80) was drawn from the population of preservice elementary teachers enrolled in an elementary science methods course during fall 1990, spring 1991, and summer 1991. The sample was homogeneous in American College Test (ACT) and College Basic Academic Subjects (C-BASE) test scores. The Science Attitude Scale for Preservice Elementary Teachers-Revised was administered to the population during the first week of classes. The independent t-tests for the total attitude scale, subscale for positive statements, and subscales for negative statements indicated no significant gender differences (p .01). The rationale for no gender differences includes the homogeneity of the sample on ACT and C-BASE tests, the hands-on approach to learning stressed in the teacher education program, and the constructivist process used in several courses designed for the elementary teacher. (Author)

ED 344 783 SE 052 935

IDENTIFIERS- Iowa

This report describes and evaluates the K-12 driver and traffic safety education program at the Des Moines (Iowa) public schools. Four perspectives are evaluated: context, input, process, and product. The school district's mission, the program's philosophy, and the supervisor's viewpoint are outlined. The current program and its course content is described in the context evaluation. The paper reports that the program's purposes and objectives include: (1) to equip students with safety knowledge; (2) to teach proper skills; (3) to assist students in developing good judgment; (4) to foster development of desirable attitudes; (5) to develop emotional stability; and (6) to make students cognizant of their own personal physical ability as they relate to everyday life. The budget and sources of revenue, equipment, and community resources are evaluated in the input section. In the process evaluation the goals, objectives, and responsibilities of the staff and school district are discussed. The product evaluation section describes the success of the driver education program, supervisor's observations, and students' interest in the program. The document concludes with a statement of future needs and recommendations including the need to replace three simulator units in the driver's education program and to rotate the after school program to the different high schools where the simulation units are located. (KM)

ED 344 801 SO 021 568

Music Program of Studies: Instructional Goals and Objectives.

PUB DATE- Mar 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Educational Objectives; Elementary Secondary Education; *Music Education; *Program Content; Public Schools; State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- *West Virginia

Offered as a guide for curriculum development efforts at the local level, this document outlines instructional goals and objectives for the West Virginia music education program. Instructional goals are given for early childhood education (grades K-4), middle childhood education (grades 5-8) and adolescent education (grades 9-12). The goals focus on developing competence in a general area. Instructional objectives are organized by area of study--general music, instrumental music--strings, instrumental music--winds and percussion, and choral music. Each of the instructional objectives asks the music student to perform specific tasks. A glossary of terms is included. (DB)

ED 344 802 SO 021 572

Ireland. Reviews of National Policies for Education.

PUB DATE- 91
NOTE- 158p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Decade Effect: The Stock Market Malaise of the 1990s," compares two opposing predictions for the stock market. In "Zero Defect Manufacturing," Hirofumi Matsuo outlines the efforts managers need to make to produce high quality products and emphasizes that company-wide and coordinated activities are indispensable to survive in the competitive market. "What are 'Sogo Shosha' and Their Function in today's U.S.-Japan Trade Relations?" by Yasutomo Katsuno discusses how sogo-shosha, Japanese trading companies, contribute to the resolution of frictions. The article by Jim George, "High Technology Competition between U.S. and Japanese Companies," explains why it is important for the United States and Japan to remain friends. Mio Reynolds in "Foreign Direct Investment in the United States" examines public opinion concerning foreign investments. The final article by Elsie Echeverri-Carroll, "The Future of the Maquila Industry in Mexico," describes the historical changes in the maquila industry and various factors that will affect the industry in the future. (KM)

ED 344 822 SO 022 022

Materials on the Education of Homeless Children. Supplement.
PUB DATE- May 91
NOTE- 34p.; For an earlier document, see ED 300 513.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Child Development; Constitutional Law; *Educational Needs; Elementary Secondary Education; *Homeless People; Legal Responsibility; *Residence Requirements; *Social Problems; Student Problems; *Student Transportation
IDENTIFIERS- *Stewart B McKinney Homeless Assist Act Amend 1990

Information is provided about the legal developments affecting the educational rights of homeless students that were made by the McKinney Homeless Assistance Amendments Act of 1990 (P.L. 101-645). Presented in three parts, Part 1 gives an overview of some of the problems that keep homeless children from attending school or hindering their achievement in school. These difficulties include residency requirements, problems with school and immunization record transfers, transportation and guardianship requirements, and eligibility for supplementary school services. The text of the Act is presented in Part 2, along with excerpts from the House Committee Report and the Senate and House Floor Statements. In Part 3, materials from the Department of Education regarding the implementation of the Act are presented. These include a memo to state coordinators for education of homeless children and youth with accompanying questions and answers and a memo to states regarding 1991 applications for funding. The final section also includes the Center for Law and Education comments on "Transportation Provisions of Massachusetts Draft Revised State Plan to Address the Educational Needs of Homeless Children and Youth." (KM)

ED 344 823 SO 022 036

Elementary Core Curriculum Standards, Levels K-6. Social Studies. Revised Edition.
PUB DATE- 91
NOTE- 38p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; Educational Improvement; Elementary Secondary Education; Higher Education; *Minority Groups; *Models; National Norms; *School Holding Power; *Schools of Education; *Student Recruitment; Teacher Certification; *Teacher Education Programs; Teacher Supply and Demand; Teaching (Occupation)

The major objectives of this conference, a collaborative effort of various institutions and educational agencies in Kentucky and from around the United States, were to: (1) provide colleges of education with a model to increase their effectiveness in promoting the recruitment, retention, and certification of minorities in teacher education programs at the local, state, and national levels; (2) facilitate the application of relationships among educators, business persons, parents, and other groups to assist in improving the recruitment and retention of minority teachers; and (3) facilitate the implementation of the model(s) and materials to assist in local recruitment and retention of minority teachers. These proceedings are organized into nine sections: (1) Introduction; (2) Minority Teachers: Who Needs Them and Why? (3) The Problem Initiatives and Unanswered Questions; (4) Overview of Recruitment and Retention Models; (5) Implementation of the Model; (6) Group Sharing and Problem Solving; (7) Viewing the Model from a National Perspective; (8) Where Do We Go from Here? and (9) Summary. A list of conference participants is appended. (LL)

ED 344 845 SP 033 690

Middleton, Ernest J., Ed.; And Others
Building Collaborative Relationships for the Recruitment and Retention of Minority Students in Teacher Education. Proceedings of the National Conference on the Recruitment and Retention of Minority Students in Teacher Education (3rd, Lexington, Kentucky, January 15-17, 1989).
PUB DATE- Jan 89
NOTE- 118p.; For other proceedings of this conference, see ED 301 535, SP 033 689-691, and SP 033 735.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; Consortia; Cross Cultural Training; Elementary Secondary Education; Employment Patterns; Higher Education; *Institutional Cooperation; *Minority Groups; Models; Multicultural Education; School Desegregation; School Districts; *Schools of Education; *Student Recruitment; *Teacher Education Programs; Teacher Shortage
IDENTIFIERS- *National Teacher Examinations; Reform Efforts

This conference emphasizes the importance of collaboration among university training programs, education agencies, local business, and community groups in attracting minorities to teaching careers. A review of research on the best practices for recruiting minorities includes the following strategies: start early, use peer contact, involve parents, provide financial aid, offer experiential programs, provide academic and psychological support, discuss obstacles and how to cope with them, provide training on test taking, involve minority faculty members in the admissions process, utilize mentors, and create consortia to reduce costs. Following a foreword, nine papers are presented: (1) "The Importance of Multi-Ethnic Teachers in a Multi-Cultural Society" (Perkins); (2)

teachers who have common research interests; (3) engaging student teachers in research experiences after the student teaching semester to enhance reflection; and (4) making sure teacher educators are engaged in researching their own teaching as well as that of student teachers and cooperating teachers. (Author/LL)

ED 344 862 SP 033 739

Williams, Wayne; Graham, Justyn
The Relationship between Supervising Teachers' Personal Attributes and Professional Background and the Attitudes of Their Student Teachers.
PUB DATE- Feb 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Analysis of Variance; *Attitude Measures; Chronological Age; Comparative Analysis; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Instructional Program Divisions; Preservice Teacher Education; Sex Differences; *Student Teacher Attitudes; *Student Teaching; Teacher Student Relationship
IDENTIFIERS- *Attribute Identification

This study was designed to ascertain if a relationship exists between supervising teachers' personal attributes and professional backgrounds and the attitudes of their student teachers toward their field experiences. The subjects were 123 elementary and secondary student teachers completing their student teaching experience. Data collection utilized an attitudinal rating scale and a personal background questionnaire. Analysis of the scale revealed four factors of the student teaching/supervising teacher experience that were further analyzed and compared: mentoring, structure, support, and responsibility. Findings revealed that there was a significant difference in attitude mean scores of student teachers with female supervisors compared to student teachers with male supervisors. The data revealed no significant differences in attitude mean scores of student teachers as related to the ages of their supervising teachers. The study also revealed that no significant difference existed between the attutude mean scores of student teachers when comparing their supervising teachers' educational attainment level. However, there was a significant difference when comparing grade level of instruction and the student teachers' perception in the area of mentoring. A Two-Way ANOVA was performed to capture the possible interactions between the sex of the supervising teacher and the grade level of instruction. The study recommended additional research to identify the interactional effects on attitudes between like sexes of the supervising teacher and the student teacher. (28 references) (LL)

ED 344 863 SP 033 742

Selinger, Suzanne
Share and Take: A Path to Critical Reflection for Entry-Level Teachers.
PUB DATE- 91
NOTE- 19p.; Paper presented at the Annual Conference of the

confidence in working with and understanding different multicultural groups. Tables display data on students' multicultural beliefs and their feelings of confidence. (LL)

ED 344 883 SP 033 800

Herbster, Douglas; Hannula, Joyce Jarosz
Cooperative Learning in the Teacher Preparation Course.
PUB DATE- Feb 92
NOTE- 6p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Cooperative Learning; Education Majors; Higher Education; *Instructional Effectiveness; *Learning Strategies; *Preservice Teacher Education; Required Courses; *Student Attitudes; *Teaching Methods; Undergraduate Students
IDENTIFIERS- *Jigsaw Method

This study was conducted to introduce preservice teachers to cooperative learning through direct experience with the strategy. Participants (N=85) consisted of freshmen and sophomores enrolled in a course required for teacher certification. During the first 6 weeks, instruction occurred through traditional lecture methods and at midterm, a jigsaw structure was implemented. Students were assigned to groups and asked to teach three topics following discussion of content and teaching strategies with group members. Following this cooperative learning experience, a Likert scale was administered and students were also asked to complete two open-ended questions with respect to the strengths and weaknesses of cooperative learning. Results indicate that a majority of respondents saw cooperative learning as a positive experience increasing social skills and academic gains. However, since many students indicated a desire for more traditional lecture methods, it is suggested that cooperative learning not replace traditional instruction, but rather be utilized as a supplement to effective existing strategies. (LL)

ED 344 884 SP 033 803

Burger, David L.
The Importance of Living in the Case.
PUB DATE- Feb 92
NOTE- 49p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Experiential Learning; Higher Education; *Learner Controlled Instruction; Learning Processes; *Learning Theories; *Outcomes of Education; Student Role; Teacher Role; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Case Method (Teaching Technique); Embedded Case Studies; Empirical Research; *Problem Oriented Instruction

A multiple, embedded case study research design was employed to describe and explain the case method pedagogy used by two veteran practioners. The units of analysis were two graduate courses, one a teacher ethics course and the other a business the prototype versions, and a second study was conducted using the modified tests for 96 mathematics students and 115 in English composition. Both studies used a single group counterbalanced equating design. Mathematics data were collected at Southwest Texas State University (San Marcos) and English results were collected at Utah State University (Logan). Study 1 results suggest that there were changes in average scores as a function of test delivery. Study 2 results indicate that modifications to the computer versions eliminated the mode-of-administration effects for the English composition examination, but not for the mathematics examination. Results of both studies underscore the need to determine empirically the equivalence of computer and paper versions of an examination. Twenty-four data tables, 8 figures, 10 references, and 2 appendices containing the questionnaires for student background information are included. (SLD)

ED 344 903 TM 018 208

Williams, Janice E.
Effects of Test Anxiety and Self-Concept on Performance across Curricular Areas.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Entrance Examinations; English; High Schools; *High School Students; Mathematics Tests; Public Schools; Reading Tests; Science Tests; *Self Concept; Standardized Tests; *Test Anxiety; Test Results
IDENTIFIERS- *American College Testing Program; Multidimensional Test of Self Concept; Test Anxiety Inventory (Spielberger); *Testing Effects

This study assessed the influence of test anxiety and self-concept, both independently and in combination, on student test performance across four subject matter areas: (1) English; (2) mathematics; (3) reading; and (4) science. Public high school students (N=217) in northern Oklahoma were administered an American College Testing Program (ACT) assessment, a test anxiety inventory (the worry component of the Test Anxiety Inventory), and a self-concept measure (the Multidimensional Test of Self-Concept). Results indicate that test anxiety and self-concept contribute independently and approximately equally to student academic achievement. In addition, student performance is uniformly affected by test anxiety and self-concept across all four academic areas. These results suggest that successful intervention programs should be oriented toward reducing students' feelings of test anxiety and improving their perceived self-concept. Four tables present study findings, and there is a 37-item list of references. (SLD)

ED 344 904 TM 018 212

Semb, George B.; Ellis, John A.
Knowledge Learned in College: What Is Remembered?
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Decision Making; Educational Assessment; Educational Change; *Educational Improvement; Educational Quality; Effective Schools Research; Elementary Secondary Education; *Program Effectiveness; Program Evaluation; School Effectiveness; *Theory Practice Relationship
IDENTIFIERS- Achieving Excellence Program (McREL); Onward to Excellence; School Improvement Partnership Process

This paper provides a cross-program view of the results of three successful school improvement programs that regional educational laboratories developed and implemented. The programs and their developers are: (1) A chieving Excellence from the Mid-Continental Regional Educational Laboratory; (2) Onward to Excellence (OTE) from the Northwest Regional Educational Laboratory; and (3) the School Improvement Partnership Process (SIPP) from the Southwest Educational Development Laboratory. All three programs have been field tested and have demonstrated their efficacy for improving schools. Their intellectual roots lie in research on effective schools and school improvement processes. All three programs attend closely to involving school-based practitioners in decisions regarding improvements, maintain an information component so participants share knowledge, foster data-based decision making, provide personnel with a perspective that change takes time, and protect schools from unreasonable expectations. In each case, outside assistance is a feature of the program. Limitations include: (1) disaggregation of data beyond student achievement; (2) a limited research base; and (3) inadequate methods of assessment. These programs represent solid efforts to provide research-based guidance to teachers as they work to improve schools. There is a 21-item list of references. (SLD)

ED 344 922 TM 018 254

Tushnet, Naida C.
Overview of the Study of Successful Practices in Metropolitan School Districts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community; *Educationally Disadvantaged; *Educational Practices; Elementary Secondary Education; Ethnic Groups; Limited English Speaking; *Minority Groups; Policy Formation; Program Development; Program Evaluation; Research Methodology; *School Districts; Technical Assistance; *Urban Schools
IDENTIFIERS- Edge Cities; *Educational Indicators; Language Minorities; *Study of Successful Indicators; United States (Pacific States); United States (Southwest)

The Study of Successful Indicators (SIS) project in metropolitan school districts is one study within the Southwest Regional Laboratory's Metropolitan Educational Trends and Research Outcomes (METRO) Center. The mission of METRO is to address analysis gives a clear indication of the types of loans used by Chicano authors, and the results help to define the relationship between Chicano literature and Chicano sociolinguistics. Contains 26 references. (Author/LB)

ED 344 480 FL 020 314

Kimball, Geoffrey
Koasati Comparative Constructions.
PUB DATE- 89
NOTE- 11p.; In: Ok, Jong-seok, Ed. and Taneri, Mubeccel, Ed. Studies in Native American Languages V; see FL 020 310.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *American Indian Languages; Comparative Analysis; *Contrastive Linguistics; Language Research; Morphemes; *Structural Analysis (Linguistics); Syntax; Uncommonly Taught Languages
IDENTIFIERS- Alabama (Language); *Koasati

Recent research on comparatives in the Muskogean language, Alabama, suggest similar work for Koasati, the language most closely related to Alabama. Koasati has a system parallel to that of Alabama. Although the actual morphemes used for comparative constructions in Koasati are almost identical to the ones used in Alabama, the syntax of such constructions differs widely between the two languages. Also, the usage of comparative constructions in texts suggests that the concept of "comparison" to the Koasati mind is quite different from that understood in English. (LB)

ED 344 481 FL 020 315

Martin, Jack
Underlying Nasals in Crow, Hidatsa and Proto-Missouri River (Siouan).
PUB DATE- 89
NOTE- 12p.; In: Ok, Jong-seok, Ed. and Taneri, Mubeccel, Ed. Studies in Native American Languages V; see FL 020 310.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *American Indian Languages; Consonants; *Contrastive Linguistics; Language Variation; *Phonemes; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Crow; Hidatsa; *Nasality; Siouan Languages

The allophonic variation in the quality of the resonant consonants of two Missouri River (Siouan) languages, Crow and Hidatsa, has not previously been studied adequately. Evidence is provided in this paper that /m/ and /n/ are the best representations for the underlying resonants in Hidatsa as well as Crow and Proto-Missouri River. Establishing the correct phonemic analysis of these sounds is important not only for the synchronic description of them, but also for reconstruction of the history of the sounds in Proto-Siouan. A phonemic analysis of resonants in Crow and Hidatsa is presented, followed by a discussion of the implications of the synchronic analyses for Proto-Missouri River. Contains 14 references. (LB)

ED 344 482 FL 020 316

Miller, Amy

Short, Deborah J., Ed.; And Others
Of the People...U.S. History, 1600-1988. An English as a Second Language Text.
SPONS. AGENCY- Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.
PUB DATE- 88
NOTE- 272p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civics; Civil Rights; Civil War (United States); Colonial History (United States); *English (Second Language); *Immigrants; Language Skills; Lesson Plans; Modern History; Political Parties; Presidents of the United States; Second Language Learning; Textbooks; United States Government (Course); *United States History; Vietnam War; Vocabulary

This textbook for English as a Second Language (ESL) students presents 29 lessons on United States history. The lessons cover the following topics: the New World; two permanent colonies; the 13 colonies; the colonies and England; the Declaration of Independence and the Continental Congresses; Revolutionary War, 1775-1781; Articles of Confederation; Constitutional Convention; U.S. Constitution; first president; beginnings of political parties; review: early America; War of 1812; growth of the nation; before the Civil War; Civil War, 1861-1865; after the Civil War; industrial revolution; the Progressives; review: the 1800s; World War I; the Depression: 1929-1939; World War II; the Cold War; civil rights and the Vietnam War; John F. Kennedy and Martin Luther King, Jr.; U.S. presidents, 1969-1989; immigration; and review: U.S. history 1600-1988. The lessons allow ESL students to practice English skills in listening, speaking, reading, and writing. Most of the lessons have five parts, consisting of pre-reading, information, reading, testing skills, and review. In addition, the textbook contains study questions, instructor guidelines, a vocabulary index, and answer key. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 344 503 FL 800 487

Sperazi, Laura; And Others
Participatory Approaches to Evaluating Outcomes and Designing Curriculum in Workplace Education Programs. The Report of the 1991 Evaluation of the Massachusetts Workplace Education Initiative.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston.; Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Dec 91
NOTE- 451p.; Separately published "Executive Summary" and "Appendices" have been appended to the report.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Business; Case Studies; *Curriculum Design; Employees; English (Second Language); Evaluation Criteria; Evaluation Methods; Industry; Job Skills; *Literacy Education; *Outcomes of Education; *Participatory Research; *Program Evaluation; Program Termination; State Programs
IDENTIFIERS- *Massachusetts Workplace Education Initiative; *Workplace Literacy

professions and university extension services, to public and private institutions through the relations the university establishes with them, and to future generations. The document concludes with an epilogue on planning and the evaluation of the achievements attained by the university as a social institution. (JB)

ED 344 522 HE 025 433

Cox, Milton D., Ed.; Richlin, Laurie, Ed.
Journal on Excellence in College Teaching. 1990.
PUB DATE- 90
NOTE- 148p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Cognitive Style; College Faculty; *College Instruction; College Students; Comparative Education; Cooperative Learning; Critical Thinking; Educational Psychology; Faculty Evaluation; Higher Education; Instructional Innovation; Sex Differences; Student Motivation; Teacher Effectiveness; Teaching Experience; *Teaching Methods; Teaching Skills
IDENTIFIERS- China

This annual journal's premier issue features the work, thoughts, adventures, and musings of distinguished and respected teachers. An introduction reports that the journal was born of the desire by faculty to recognize college teaching as a profession and to bring to it its own language and traditions and to establish an academic culture for college teaching. The twelve papers are as follows: "Loving Teaching" (Peter G. Beidler); "Teaching to Improve Learning" (K. Patricia Cross); "Using Traditional Versus Naturalistic Approaches to Assess Learning Styles in College Teaching" (Tony Grasha); "Improving Learning by Combining Critical Thinking Skills with Psychological Type" (Dennis E. Campbell and Carl L. Davis); "Issues of Gender in Teaching and Learning" (Blythe McVicker Clinchy); "Student Involvement in Learning: Cooperative Learning and College Instruction" (Jim Cooper and Randall Mueck); "Critical Discourses: Collaborative Learning in Literary Studies" (Cyndia Susan Clegg); "Teaching With Cases" (Rita Silverman and William M. Welty); "Researching While Teaching: A Collaborative Action Research Model to Improve College Teaching" (Michael Schratz); "The Multiple-Paths Faculty Evaluation System" (Harvey Brightman and others); "From the Other Side: An American Teacher in China" (Peter G. Beidler); and "Dreams and Questions: Some Reflections on Teaching" (John K. Roth). References accompany papers. (JB)

ED 344 523 HE 025 434

Cox, Milton D., Ed.; Richlin, Laurie, Ed.
Journal on Excellence in College Teaching. 1991.
PUB DATE- 91
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cognitive Style; College Faculty; *College Instruction; College Students; Cooperative Learning; Critical Thinking; Educational Games; Educational Psychology; Higher Education; Instructional Innovation; Minority Groups; Nontraditional Students; Sign Language; Student Alienation; Student Behavior; Teacher Effectiveness; Teaching Experience;

Management Skills of Academic Professionals" (Len Ainsworth). References follow articles. Contains an author and title index. (GLR)

ED 344 541 HE 025 455

Friend, Gary Gene
Formal Moral Education and Individual Moral Development.
PUB DATE- Nov 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; Data Analysis; Educational Environment; *Ethical Instruction; Higher Education; *Moral Values; Religious Education; Student Characteristics; Undergraduate Study; *Value Judgment

This report provides a summarization of a study designed to determine if there is a significant relationship between formal religious education and the moral judgment development of college students, and after controlling for formal religious education, to see if there was also a significant relationship between the educational environment or certain selected students characteristics and the moral judgment development of those students. The final data base contained 226 randomly selected college and divinity school students, enrolled at 12 fully accredited, randomly selected institutions from 11 states located throughout the United States. After controlling for ethics courses completed, the type of school attended, and the affiliation of some institutions, 8 of 15 selected student characteristics were related significantly to the moral judgment development of students. Divinity school students had significantly higher levels of moral development than liberal arts college students. Also, students attending Roman Catholic and Southern Baptist institutions had significantly lower levels of moral development than students attending nonaffiliated institutions. Conversely, the moral development of students attending Jewish and United Methodist institutions did not differ significantly from the moral development of students attending nonaffiliated institutions. The eight significantly related student characteristics were gender, ethnic group, highest degree held, year of study, mother's education level, father's education level, religious ideology regarding moral decisions, and individual denominational membership. Contains 38 references. (GLR)

ED 344 542 HE 025 456

Curriculum Development for the "Generalist Nurse." Report on a WHO Consultation (Turin, Italy, June 13-16, 1990). EUR/HFA Target 27.
PUB DATE- Jun 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Criteria; *Curriculum Development; Curriculum Evaluation; Definitions; Demonstration Programs; Educational Change; Foreign Countries; Higher Education; *Nurses; *Nursing Education; Profiles; Program Evaluation
IDENTIFIERS- *Europe; *Health for All by the Year 2000; World Health Organization

This report presents the findings and advice of a Steering Committee whose purpose in accordance with Health for All (HFA) productivity and more effective use of available resources requires attention. Among other major findings were that Florida has no comprehensive assessment policy at the state level and that on-going assessment has not been done at most colleges and universities. The committee also formulated six recommendations for Florida higher education assessment. Included are reproductions of the state statutes, and a table showing comparison of effectiveness components and accountability legislation. (21 references) (JB)

ED 344 560 HE 025 476

Lincoln, Yvonna S.; And Others
Institutionally-Based Quality of Worklife Assessment: The Politics of "Do It Yourself."
PUB DATE- 24 Apr 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Faculty; College Governing Councils; Databases; Faculty College Relationship; Higher Education; *Institutional Evaluation; Institutional Research; Political Issues; Politics; Politics of Education; *Quality of Working Life; Research Universities; Teacher Attitudes

A case study was done of a large, private, research university's in-house effort to engage in assessment of the quality of faculty worklife, and to describe the variety of political, logistical, fiscal and data base management issues which arose from the largely faculty-directed and volunteer effort. Prompted by learning of efforts to create a national data base on quality of academic worklife, this institution undertook its own assessment. The case study of this effort developed from participant-observer collected data which included interviews, systematic notes, and minutes of meetings held by the Faculty Senate Task Force on Faculty Assessment. The assessment process itself began with the development of the Task Force, a series of "town meetings" in which faculty met to voice their opinions, and development and administration of a survey. Nearly 300 individuals participated in the meetings and 789 faculty, more than 50 percent, returned the survey. Lessons learned were characterized as a double-loop: faculty learned lessons and incorporated what they learned into new patterns of behavior and attitudes. Other lessons were political, logistical, fiscal, data-base related, and methodological. Throughout, the study results emphasized the inevitability of institutional politics as part of the process. Thirty references are included. (JB)

ED 344 561 HE 025 477

Hayden F. M.; Thornton, Nelson L.
Yesterday's Home Runs Don't Count in Today's Ballgame...Or, The Need to Internationalize Institutions of Higher Education.
PUB DATE- 12 Apr 92
NOTE- 21p.; Paper presented at the Texas Conference on Organizations (Lake Travis, TX, April 10-12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Economics; Educational Change; Global Approach; Higher Education; Intellectual Disciplines; Intercultural Programs; *Interdisciplinary

Education; Film Study; Foreign Countries; Higher Education; Instructional Films; *Instructional Materials; Mass Media Role; Media Research; *Media Selection; Teacher Education; Visual Literacy
IDENTIFIERS- *Media Education; *South Africa

This report contains a selection of contributed papers and presentations from a conference attended by 270 educators and media workers committed to formulate a vision for media education in South Africa. Pointing out that media education has been variously described in South Africa as visual literacy, mass media studies, teleliteracy, and film studies, or as dealing with educational technology or educational media, the introduction cites a definition of media education as an exploration of contemporary culture alongside more traditional literary texts. It is noted that this definition raises issues for education as a whole, for traditional language study, for media, for communication, and for understanding the world. The 37 selected papers in this collection are presented in seven categories: (1) Why Media Education? (keynote paper by Bob Ferguson); (2) Matters Educational (10 papers on media education and visual literacy); (3) Working Out How Media Works (4 papers on film studies, film technology, and theory); (4) Creating New Possibilities for Media Awareness (9 papers on film and television and 4 on print media); (5) Training and Empowering (2 papers focusing on teachers and 4 focusing on training producers); (6) Media Developing Media Awareness (2 papers); and (7) Afterthoughts (1 paper). Appendices include the Unesco Declaration on Media Eduction (1982), Recommendations from the Toulouse Colloquy on New Directions in Media Education (1990), and Resolutions and Conclusions of the First National Media Education Conference (Durban, 1990). Most of the papers provide their own bibliographies. (DB)

ED 344 579 IR 015 528

The Records Management Officer in Local Government. Basic Records Management for Local Government, No. 2.
PUB DATE- 91
NOTE- 13p.; For other guides in this series, see ED 342 368-370.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Access to Information; *Administrator Role; Administrators; Administrator Selection; Archives; Data Processing; Government Publications; Guidelines; *Information Management; Information Storage; *Local Government; Microforms; Office Automation; Recordkeeping; *Records Management

This reports provides local governments with guidelines and suggestions for selecting a Records Management Officer to develop, organize, and direct a records management program. Such a program is described as an over-arching, continuing, administrative effort that manages recorded information from its initial creation to its final disposition. This includes disposing of obsolete records; setting up filing and indexing systems; using modern computer technology in information creation, manipulation, and storage; storing inactive records securely and cost effectively; microfilming selected paper records for security, ease of access, space consideration, and preservation of important information; overseeing the creation and use of forms, correspondence, and other records; and identifying, appraising, and preserving records of archival value. The benefits of appointing a Records Management Officer, the administrative relationships involved, and the

NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Broadcast Industry; *Copyrights; Elementary Secondary Education; *Fair Use (Copyrights); Films; Higher Education; Intellectual Property; Learning Resources Centers; *Legal Responsibility; Mass Media Use; *Policy Formation; Programing (Broadcast); Public Libraries; Reprography

Designed to assist educators in developing or revising school/library copyright policy, this packet provides the following materials: (1) a viewer's guide for the film "Copyright Law: What Every School, College, and Public Library Should Know"; (2) a statement of the primary missions of the Association for Information Media and Equipment (AIME); (3) suggestions for the development of a school copyright policy; (4) special AIME reports (i.e., "Frequently Asked Copyright Questions," "Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes," "Archival Copying and the Law," and "Considering Copyright...The Nursing Home Exemption"); (5) additional sources for copyright information; (6) the addresses of television and cable networks to be used for requesting permission for off-air taping; (7) profiles of recent copyright violation cases; (8) an AIME press release detailing its pursuit of copyright violations; (9) news clippings of copyright violations articles; (10) two additional AIME reports ("AIME Settles Copyright Infringement Case," and "The BOCES Litigation"); (11) Heartland Educational Agency 11 (Johnston, Iowa) Media Center's copyright guidelines, "Copyright Condensed;" (12) the Los Angeles Unified School District's videotape and film use guidelines; and (13) the copyright policies of three school districts. (MAB)

ED 344 599   IR 054 002

Pritchard, Sarah M., Comp.; Finer, Eileen, Comp.
ARL Statistics, 1990-91. A Compilation of Statistics from the One Hundred and Nineteen Members of the Association of Research Libraries.
PUB DATE- 92
NOTE- 101p.; For the ARL Statistics of 1987-88, see ED 308 872.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Doctoral Programs; Enrollment; Foreign Countries; Higher Education; Interlibrary Loans; *Library Collections; *Library Expenditures; *Library Personnel; Library Statistics; Library Surveys; Microforms; Questionnaires; *Research Libraries; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada; United States

This report presents statistics on the 107 university libraries and 12 independent research libraries that were members of the Association of Research Libraries (ARL) during the 1990-91 fiscal year. Data are reported in alphabetical and rank order on collections (volumes in library, gross and net volumes added, monographs purchased, current serials purchased and not purchased, microform holdings, and government documents);

Weyers, Lori; Langerman, Philip
Task Force on the Role of General Education in Associate Science Degree Programs. Final Report and Recommendations.
PUB DATE- 22 Jun 90
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Core Curriculum; Course Descriptions; *Curriculum Development; Curriculum Evaluation; *Educational Objectives; Educational Planning; *General Education; *Minimum Competencies; Outcomes of Education; Relevance (Education); Required Courses; Skill Development; *Statewide Planning; Two Year Colleges
IDENTIFIERS- Wisconsin

In 1989-90, the General Education Task Force of the Wisconsin Technical College System (WTCS) was convened to determine the role of the general education curriculum in the attainment of skills that enhance the likelihood of success among technical college graduates in their careers, homes and communities. The Task Force consisted of at least one representative from each WTCS district. Using guidelines established by the Task Force, faculty subcommittees defined specific competencies and attempted to design a curriculum to achieve the desired outcomes. A statewide conference of over 200 instructors then produced specific recommendations for a 15-credit General Education core curriculum meant to develop skills in communications, computation, critical thinking, ethics, global awareness, self-awareness, social interaction, and science and technology. The bulk of this final report of the Task Force consists of sections containing the following: (1) a description of the General Education core; (2) a transfer grid of the General Education Core within the WTCS; (3) detailed course descriptions for Communications, Social Science, and Mathematics, covering desired competencies, minimum expectations, components, suggestions, and notes on instructional methodologies; (4) further considerations regarding methodologies employed to achieve desired outcomes; (5) recommendations for further consideration by the Task Force from the Subcommittees on Social Science, Mathematics and Science; and (6) "Instructor Position on Conditions to Support Teaching Statewide Communication Competencies," prepared by Jill Stiemsma and Gary Kirby at the request of 35 instructors representing 16 districts. (JSP)

ED 344 619 JC 920 155

Loehr, Peter; Livingston-Webber, Joan
Higher Education Negotiations and Strikes in Illinois.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Arbitration; Budgeting; *College Administration; *College Planning; *Community Colleges; Cooperative Planning; *Educational Trends; *Governing Boards; Legal Problems; Strikes; Teamwork; *Trustees; Two Year Colleges
IDENTIFIERS- *Illinois

In 1991-92, there were two strikes at community colleges in Illinois. Interviews were conducted with representatives of the faculty unions and management at both colleges, regarding the relationship between negotiation processes and strikes. Study to all trustees, chancellors, and presidents, as well as to other persons interested in the public community colleges of Illinois. These five issues of volume 22 include the following articles: (1) "Colleges Receive 1.6% Funding Hike Despite Tight State Budget"; (2) "How Local Governance Benefits My Community College," by Patricia J. Kinney; (3) "Transfer and Trustees: What Do We Need to Know? What Do We Need to Do?" by Judith S. Eaton; (4) "Building a Systematic Approach to Government Relations"; (5) "Community Colleges: The Great American Invention," by Vincent A. Persico; (6) "Stop Defining Pre-Collegiate as Undergraduate," by Miguel del Valle; (7) "Voters Elect 44 New Trustees to the Class of 1991"; (8) "Helping to Put Higher Education within the Reach of Middle-Income Families," by Richard J. Durbin; (9) "Board Members: Ask the Right Question," by Thomas A. Shannon; (10) "Higher Education Negotiations and Strikes in Illinois," by Peter Loehr and Joan Livingston-Webber; (11) "Community Colleges: The Next Millennium," by Judy Baar Topinka; (12) "The Other Side of the Looking Glass," by Scott Harner; (13) "Reactive and Proactive Strategies for Coping with Reduced Resources," by Richard L. Alfred; (14) "Investing in Board Development," by Gary W. Davis; and (15) "Community College Issues in the 1992 Legislative Session," by Carl Hawkinson. In addition, each issue provides a number of short articles covering current ICCTA activities, decisions and concerns, while most also include the following regular columns: remarks by ICCTA president, Barbara Barton; "The Legal Corner"; "Names in the News," and "College Briefs." (MPH)

ED 344 636 JC 920 203

Jones, Janis Cox; And Others
Los Rios Transfer Statistics, Fall 1989-Spring 1991 Update.
PUB DATE- Apr 92
NOTE- 38p.; For Fall 1988/Spring 1989 Update, see ED 319 442.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Ethnic Groups; Higher Education; Longitudinal Studies; Minority Groups; Multicampus Districts; School Statistics; *State Norms; State Surveys; State Universities; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Transfer Rates (College)

In 1991, the Office of Research and Planning of the Los Rios Community College District (LRCCD) analyzed data provided by the California Postsecondary Education Commission to compare the district's transfer rates with statewide trends in transfer to the University of California (UC) and California State University (CSU). Major findings, for the academic years 1989-90 and 1990-91, included the following: (1) statewide transfers to UC increased by 4.0% over 1988-89 figures, then rose another 23.0% in 1990-91; (2) for Los Rios, transfers to UC decreased 14.5% (n=407) in 1989-90, then increased 11.8% (n=455) in 1990-91; (3) Los Rios ranked seventh among districts in the state in numbers of UC transfers during both academic years; (4) statewide transfers to CSU increased 0.7% in 1989-90 over 1988-89, followed by an increase of 2.1% in 1990-91; (5) for LRCCD, transfers to CSU decreased by 4.0%, from 2,229 in 1988-89 to 2,140 in 1989-90, then increased by 8.7% to 2,326 in 1990-91; (6) LRCCD ranked second among districts statewide in the numbers of CSU transfers during both academic years; (7) the by Frank Plunkett; "The Department of Athletics and the Student Athlete Within the College Community," by Dan Minch; "How to Divide a Candy Bar or What's New in Mathematics," by Mort Goldberg; "In a Changing World, College and University Teaching Must Be Appreciated, Recognized, and Rewarded," by A. Jerome Jewler; "Critical Thinking? What Is It Anyway?" by Rick Firenze; "Uncertainty Analysis," by Ralph McGrew; "The Why of Biology Field Trips or Experiential Learning," by Dave Sterling; "Learning Outside the Classroom: Student Club Membership," by Barbara Nilsen; "The Everglades Classroom," by Dave Walsh; "Nursing Education Off-Campus," by Carolyn Pierce; and "Mathematics and the Environment," by Maruja Lander. Six of the issues include one to three essays by faculty members entitled, "Why I Teach." (JSP)

ED 344 652 JC 920 225

Garcia, Philip
Operationalizing the Transfer Function.
PUB DATE- Jun 92
NOTE- 13p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College (4th, Chicago, IL, July 19-22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Bachelors Degrees; *College Transfer Students; Community Colleges; *Data Collection; Definitions; Graphs; Higher Education; Intercollegiate Cooperation; Reliability; *Research Methodology; *Statistical Analysis; Two Year Colleges; Validity
IDENTIFIERS- *Transfer Rates (College)

In statistical terms, transfer rates require two components: a numerator that represents community college students who transfer and a denominator that approximates the pool of potential transfer students. The California Task Force adopted a set of criteria to judge the appropriateness of prospective pairs of numerators and denominators. Its form was a four-pronged methodology that ranked measurement validity across both longitudinal and cross-sectional rates. Specifically, the four issues of validity were as follows: time equivalence; maturation validity; group equivalence; and construct validity. With these measurements at hand, the Task Force proceeded to evaluate a series of rates acquired from various practitioners. Instead of pursuing four different rates, the Task Force opted to restrict the operational definition of transfer students to first-time freshmen at community colleges. Since some students were incorrectly perceived as having transfer potential, and some students with transfer potential could go undetected, the strategy was to devise two transfer rates which represented alternative but complementary points of view. The first rate summarized the transfer activity of first-time freshmen at community colleges who earned a minimum number of six transferable units in their first fall term, while the second rate added the subjective criterion of students who also stated at entry that their educational objective was to transfer. The two longitudinal methods for computing transfer rates were very resistant regarding errors or biases associated with sampling, data collection, and measurement error. (JMC)

ED 344 653 JC 920 226

1991 Annual AACJC Council Report from the National Council of

15, 1991).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; *Child Welfare; *Community Services; Cooperative Planning; Early Childhood Education; *Preschool Education; Regional Cooperation; *School Community Relationship; *Social Services; Welfare Services; Young Children

The First Regional Early Childhood Forum was convened by the North Central Regional Educational Laboratory (NCREL) to identify, develop, and promote linkages in the community that foster the healthy development of young children and their families. Participants were divided into collaborative work groups first according to affiliation, then across agencies and states, and finally by state. In this record of proceedings, introductory information is followed by a summary of Michael Kirst's keynote address, "The Different Worlds of Preschools, Elementary Schools, and Children's Service Agencies." Kirst identifies barriers to collaboration and ways of overcoming them, and offers recommendations on implementing school-linked services. Next, the first work group report focuses on existing collaborations and potentially beneficial linkages. A summary of a panel discussion of collaboration is followed by Susan Walter's presentation, "One Family's Perspective: Seeing Children as Their Families See Them." Walter asserts that services for families with handicapped children must be accessible, both in terms of geography and acceptance of the families' cultures. Programs must also be comprehensive and coordinated, focused on families, and community-based. The next work group report considers collaboration across agencies and states, describing a new early childhood system, linkage strategies, and possible actions. Next, Illinois Lieutenant Governor Bob Kustra describes Project SUCCESS as a model for linking social services. The final work group report deals with agency and organizational policies that affect collaboration within a state. Finally, the forum report presents Michael Kirst's "Reflections on the NCREL Early Childhood Forum," a summary of upcoming forums and activities of NCREL, a list of members of NCREL's advisory council on early childhood and family education, and a list of participants in the forum. (AC)

ED 344 671 PS 020 477

Freeman, Margery, Ed.
Helping Churches Mind the Children: A Guide for Church-Housed Child Care Programs. Revised Edition.
PUB DATE- 87
NOTE- 56p.; This second edition updates ED 258 727, reflecting changes in contacts and bibliography.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - General (130)
DESCRIPTORS- Certification; Check Lists; *Church Programs; *Church Role; Community Services; *Day Care; *Day Care Centers; Early Childhood Education; Financial Support; Governing Boards; Personnel Policy; Planning; *Program Development; Program Implementation; Program Improvement; Questionnaires; Resource Materials
IDENTIFIERS- Church Based Child Care; Ecumenism; *Program

interest. This document outlines the parameters of the program, including authorizing legislation, criteria for eligibility, the nature of services, funding, and an evaluation of the program. Appended are four references. (GLR)

ED 344 688 PS 020 509

Wode, Jean; And Others
An Analysis of the Long-Term Effects of the EEEP Program: The Secondary Years.
PUB DATE- Apr 92
NOTE- 31p.; For an analysis of the prekindergarten program, see ED 327 337. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; *Family Income; Followup Studies; Grade Repetition; High Risk Students; Identification; Junior High Schools; Longitudinal Studies; *Outcomes of Education; *Preschool Education; Special Education; State Programs; Student Characteristics; Student Placement
IDENTIFIERS- *Maryland

In 1982, the Maryland State Department of Education initiated a longitudinal study of its Extended Elementary Education Prekindergarten Program. The study was designed to examine the effects of early education on low-income children's later school performance. The school performances of program participants and members of a comparable nonpreschool group were analyzed when participants were 16 years of age. Major questions addressed were: (1) What effect does prekindergarten have on participants' school behavior and how does their school behavior compare with that of members of the nonpreschool group? (2) Does prekindergarten participation improve economically disadvantaged children's performance to the extent that they achieve at a level comparable to that of children from a variety of socioeconomic backgrounds? (3) If prekindergarten leads to higher achievement, are the differential effects sustained over time? and (4) Does the achievement gap between the prekindergarten and nonpreschool groups widen as members of the groups progress through school? In this phase of the study, the effects of prekindergarten were traced from kindergarten through 10th grade. Findings confirm that prekindergarten schooling helps children perform better in the early learning years and that the successful educational experience of these student appears to have a sustained long-term effect that continues through the secondary years. Appended are 24 references. (GLR)

ED 344 689 PS 020 510

Surr, John
Directory of Federal Programs Helping Child Care.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Development; *Day Care; Early Childhood Education; *Federal Aid; *Federal Programs; Nutrition; *Program

recognizing that change comes from inside people; (3) stressing the importance of leadership and incentives; and (4) recognizing that professional renewal must be continuous and collaborative. Nine rural staff development programs are described that illustrate strategies for overcoming professional isolation. (30 references) (LP)

ED 344 708 RC 018 569

Xu, Shunsong
Basic Education and Social Development in China's Rural Areas.
PUB DATE- 17 Mar 91
NOTE- 18p.; Paper presented at the Conference of the Comparative and International Education Society (Pittsburgh, PA, March 17, 1991). Partial support provided by the UNICEF Office for China.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Economic Development; *Educational Change; Educational Policy; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; Postsecondary Education; Rural Development; *Rural Education; *Vocational Education
IDENTIFIERS- *China (Zhuji County); Education Economy Relationship

This case study examines the interaction between basic education (primary education, adult literacy, and nonformal adult education) and economic development needs in rural Zhuji County, Zhejiang Province, located in southeast China. In Zhuji, parents traditionally have endured hardships to send their children to school and otherwise encouraged their children to strive for the highest level of education possible. To many peasants, admission to a polytechnic school or university seemed the only possible escape from farming. As a result, Zhuji has eliminated illiteracy. Nevertheless, the continued emphasis on purely "academic" achievement left the county with thousands of junior and senior high school graduates who lacked any of the technological knowledge or skills needed for local economic development aims. In 1987, the authorities addressed this problem by formulating a policy of promoting basic education, vocational education, and adult education geared to development aims. Concrete measures included banning preparatory courses for university entrance examinations, reforming the enrollment system for junior and senior high schools, reinforcing the educational monitoring system, and increasing attention to labor skills taught in schools. Agricultural and vocational education were expanded in junior and senior high schools and adult technical schools. However, vocational education continues to be hampered by problems, including shortages of funds and teachers, peasant resistance, and inability to predict specific educational needs of the local economy. Education finance in Zhuji is outlined. (SV)

ED 344 709 RC 018 587

Soto, Lourdes Diaz
Hispanic Families as Learning Environments for Young Children.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Early Childhood Education;

reading and mathematics at each grade level of each program site. Achievement gains were made in each grade level compared to the national average score. (LP)

ED 344 727 RC 018 643

Johnson, Leon, Ed.
Recruiting Migrant Students Reference Supplement.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Jun 89
NOTE- 192p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Eligibility; *Ethnography; Federal Programs; Federal Regulation; *Identification; Migrant Children; *Migrant Education; Migrant Programs; Migrant Workers; Participant Observation; Program Evaluation; Student Characteristics; *Student Recruitment

This document reports on a study evaluating the practices of identification and recruitment of migrant students. Guided by a 14-state advisory council, data were collected by ethnographic research of practice in migrant recruitment and focus-group studies of migrant families. The document consists of five sections each written by a different author(s) that: (1) assess the strengths and weaknesses of certificates of eligibility that are currently being used in 50 states to certify migrant children for federal programs (Luis A. Reyes); (2) clarify definitions of the terms "temporary" and "seasonal" employment in order to meet government guidelines when certifying migrant children (Neftali Serna); (3) summarize key statements issued between 1975-1984 by the U.S. Department of Education to clarify issues of migrant student eligibility (Vidal A. Rivera, Jr.); (4) describe the organization and implementation of recruitment from the State level down through various administrative infrastructures (Michael Reed); and (5) present the ethnographic study to examine the problems surrounding the provision of educational services to the children of migrant farmworkers in nine states (Robert T. Trotter and others). The document contains recommendations and notes special problems affecting migrant education. It also provides tips for successful recruiting and a bibliography. (LP)

ED 344 728 RC 018 645

Eddy, Gregory L.
On Teaching the Rural Poor of the Northeast: Suggestions for Teachers.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Economically Disadvantaged; *Educational Benefits; *Parent Attitudes; *Poverty; *Rural Education; Rural Family; Rural Youth; Social Mobility; Student Attitudes; *Teacher Attitudes; *Teacher Effectiveness; Values
IDENTIFIERS- *United States (Northeast)

This paper reviews the literature on rural poverty in the Northeast relating to rural education and makes suggestions for educators who teach the rural poor. Against the theory of a

Quigley, Martyn, Ed.
Canadian Mathematics Education Study Group = Groupe Canadian d'Etude en Didactique des Mathmatiques. Proceedings of the Annual Meeting (Burnaby, British Columbia, Canada, May 25-29, 1990).
PUB DATE- 91
NOTE- 170p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Aesthetic Values; Calculus; *Cognitive Processes; Concept Formation; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Functions (Mathematics); Mathematical Models; Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *Multiplication; Probability; Secondary School Mathematics; Social Values; Teacher Education; *Values
IDENTIFIERS- *Canada; Computer Algebra; *Fractals; Graphing (Mathematics); Limits (Mathematics); Mandelbrot Set; MAPLE Computer Algebra System; NCTM Curriculum and Evaluation Standards; Representations (Mathematics); Sequences (Mathematics); Toronto Board of Education Benchmarks ON

These conference proceedings include two invited lectures, three working group reports, three topic group reports, two Ad Hoc group reports, a round table report, a list of participants, and a list of previous proceedings. The invited lectures were: "Values in Mathematics Education" (Ubiratan D'Ambrosio) and "Remarks on Understanding in Mathematics" (Anna Sierpinska). The topics of the working group reports were: (1) Fractal Geometry and Chaos for High Schools (Ron Lewis and Brian Kaye); (2) The NCTM Standards and the Canadian Reality (Tom Kieren and George Gadanidis); and (3) A Cognitive Matrix Describing the Understanding of Early Multiplication (Nicolas Herscovics, Jacques Bergeron, Candice Beattys, and Nicole Nantais). The topic groups dealt with: the evaluation of student achievement in the Benchmark Programme, experiences using the computer software "Maple" (Joel Hillel, Lesley Lee, Robert Benjamin, Pat Lytle, and Helena Osana), and the Simon Fraser joint master's program for mathematics and education (Harvey Gerber). The ad hoc groups reported on the development of student understanding of functions (Steve Monk) and fractalicious structures and probable events (Brian Kaye). The Round Table report on the future of mathematical curricula in light of technical advances was moderated by Bernard Hodgson and Eric Muller, and featured panelists Harold Brochmann, Sandy Dawson, Gary Flewelling, and Israel Weinzweig. Appended are lists of proceedings participants and of previous proceedings available through the Educational Resources Information Center (ERIC). (MDH)

ED 344 747 SE 052 537

Turner, Jeannine
Improving Mathematics and Science Teaching: 1990-91 ESEA Title II Evaluation Report.
PUB DATE- Jun 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Inservice Teacher Education; *Instructional Improvement; *Mathematics Education; Preschool Education; *Program Descriptions; *Science Education; *Teacher Education Programs; Teacher Improvement; *Teacher

include: (1) environmental interdependency and interaction--interactions of populations with environment (grade 6); (2) matter and energy--force and motion/machines (grade 6); and (3) earth, time and space--weather/earth in space (grade 6). Appendices include: (1) K-9 program overview; (2) science processes development: K-9; (3) science processes development: problem solving, K-9; (4) objectives and concepts for STS interactions; (5) K-9 STS content; (6) uses of computers in science; (7) safety in science; (8) women in science; (9) science fairs; (10) basic equipment lists for grades 5-9; (11) directions for using the microscope; and (12) a copy of the response questionnaire for the K-9 program of studies. (KR)

ED 344 766 SE 052 731

Science: Grade 7. Interim Guide.
PUB DATE- 91
NOTE- 185p.; For other individual guides, Kindergarten through Grade 9, see SE 052 724-733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Astronomy; Chemistry; Classroom Environment; Curriculum Guides; Earth Science; Ecology; Foreign Countries; *Grade 7; Junior High Schools; Light; Matter; *Process Education; Science Activities; Science Fairs; Science Instruction; *Scientific Concepts; Secondary School Science; Student Attitudes
IDENTIFIERS- Concept Maps; Discrepant Events (Science); Manitoba; *Scope and Sequence

This guide is one of a set of 10 science guides, each covering a separate grade in Manitoba, together covering kindergarten through grade 9. The guides have been designed to provide a framework for building scientific concepts and developing the learning of process skills. They replace an earlier set of guides dated 1979. Each guide is essentially the same through the first 16 pages, after which the core units vary appropriately for each academic level. Three themes and units within those themes which are carried through the K-4 program include: (1) environmental interdependency and interaction--microbes and ecosystems (grade 7); (2) matter and energy--light /physical properties/physical changes or matter (grade 7); and (3) earth, time and space--rocks, minerals and soils/the observable universe (grade 7). Appendices include: (1) K-9 program overview; (2) science processes development: K-9; (3) science processes development: problem solving, K-9; (4) objectives and concepts for STS interactions; (5) K-9 STS content; (6) uses of computers in science; (7) safety in science; (8) women in science; (9) science fairs; (10) basic equipment lists for grades 5-9; (11) directions for using the microscope; and (12) a copy of the response questionnaire for the K-9 program of studies. (KR)

ED 344 767 SE 052 732

Science: Grade 8. Interim Guide.
PUB DATE- 91
NOTE- 165p.; For other individual guides, Kindergarten through Grade 9, see SE 052 724-733.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

Meiring, Steven P.; And Others
A Core Curriculum: Making Mathematics Count for Everyone. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades 9-12.
PUB DATE- 92
NOTE- 150p.; For the document on which this series is founded, see ED 304 336. For other titles in this series, see ED 339 598, ED 339 602-604, ED 339 615-617, and SE 052 884-886.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; *Core Curriculum; *Curriculum Design; Curriculum Development; Curriculum Enrichment; Discovery Learning; Enrichment Activities; Functions (Mathematics); Geometry; High Schools; Learning Activities; Lesson Plans; Manipulative Materials; Mathematical Concepts; *Mathematical Enrichment; Mathematical Models; *Mathematics Curriculum; Mathematics Education; *Matrices; Pattern Recognition; Proof (Mathematics); *Secondary School Mathematics; Teaching Guides; Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

The 1989 document, "Curriculum and Evaluation Standards for School Mathematics," provides a vision and a framework for revising and strengthening the K-12 mathematics curriculum in North American schools and for evaluating both the mathematics curriculum and students' progress. When completed, it is expected that the Addenda Series will consist of 22 supporting books designed to interpret and illustrate how the vision could be translated into classroom practices. Targeted at mathematics instruction in grades K-6, 5-8, and 9-12, the themes of problem solving, reasoning, communication, and connections are woven throughout the materials, as is the view of assessment as a means of guiding instruction. This book, "A Core Curriculum," is intended to provide instructional ideas and materials that will support implementation of a core curriculum in grades 9-12. The preface identifies issues that must be addressed in transition to a core curriculum as it reshapes mathematical content, pedagogy, and student assessment. Five chapters present: (1) a discussion of the changes in the nature of mathematics instruction; (2) matrices as an example of a mathematical topic now introduced in a core curriculum previously reserved for college bound students; (3) a crossover curriculum model consisting of two parallel course sequences that follow the same syllabus, including sample lessons reflecting four levels of depth appropriate for the two sequences; (4) enrichment and differentiated curriculum models for implementation of a core curriculum, including sample lessons from selected topics representative of these models; and (5) a plan for changing to a core curriculum, presenting six phases for implementation: awareness, commitment, planning, development, implementation, and evaluation. Appendices I and II present model syllabi for a crossover curriculum and a differentiated curriculum. (Seventy-eight references and an annotated bibliography of core resources are provided.) (MDH)

ED 344 784　　　　SO 018 434

Scott, John A., Ed.; Seidman, Laurence I., Ed.
Folksong in the Classroom. Volume VII. 1986-87.
PUB DATE- 87
NOTE- 110p.; For related documents, see SO 018 436 and ED 273 504-

DESCRIPTORS- *Educational Administration; *Educational Development; *Educational Policy; Elementary Secondary Education; Foreign Countries; Teacher Education; Teacher Supply and Demand
IDENTIFIERS- *Ireland

The education system in Ireland, which compares favorably with that of other industrialized countries, has been under pressure throughout the past 30 years. The system has had to expand post-school education and training provisions at great speed to cope with a substantial demand for university places, to create a non-university sector catering specifically to the needs of an economy in the throes of modernization, and to allocate large amounts for capital investment despite commanding fewer resources than most other Organisation for Economic Cooperation and Development (OECD) countries. A Ireland's educational policies reveals the significant progress that has been achieved since the 1960s. Current issues and problems include the consequences of rapid social and economic change. Several underlying constraints have weighed on the education system, such as the lack (at least until recently) of a purposeful central authority having the political will, the administrative capacity, and the requisite financial resources to formulate and implement reforms; the presence of powerful interest groups outside the government that have to be accommodated; and the structural complexity of the system itself. This three-part report is devoted to the specific problem of teacher supply and training and the priority attached to it. Part 1, the Examiner's Report, describes and discusses the Irish education system, raises issues, and identifies policy options. Part 2 provides a summary record of the review meeting that took place during the proceedings of the Education Committee when the Irish Delegation, led by the Minister of Education, Mary O'Rourke, replied to detailed questions from the examiners and Committee members. Part 3 summarizes the authoritative Background Report prepared by the national authorities in advance of the examiners' visit to Ireland. A number of tables and diagrams are included throughout the report. (CB)

ED 344 803 SO 021 573

Perotti, Antonio
Action to Combat Intolerance and Xenophobia in the Activities of the Council of Europe's Council for Cultural Co-operation, 1969-1989.
PUB DATE- 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Liberties; *Cultural Education; *Educational Objectives; Ethnic Bias; Foreign Countries; Foreign Culture; History Instruction; Immigrants; International Cooperation; *International Education; International Programs; Mass Media; *Minority Groups; Multicultural Education; *Role of Education; Social Change; Social Problems; Student Educational Objectives
IDENTIFIERS- *Council of Europe (France); *Europe (West); Immigration

This report surveys the steps taken by the Council of Europe's Council for Cultural Cooperation (CDCC) to combat the increasing problem of intolerance and xenophobia in Western Europe. The outbreak of xenophobic sentiment is attributed to two facts: large immigrant communities from outside Europe have

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; *Curriculum Development; Economics; *Educational Objectives; *Educational Philosophy; Elementary Education; Geography; *Social Studies; *Social Values; State Curriculum Guides; Thinking Skills
IDENTIFIERS- Utah

These Utah core standards are designed to help prepare students for the changing times that will require knowledge and skills for living and competition in the information age. Six qualities are emphasized (1) higher level thinking and process skills; (2) citizenship/character practices and principles; (3) basic U.S. values; (4) economic literacy; (5) American democratic governance; and (6) global awareness and geography skills. The remainder of the document outlines social studies goals, and course descriptions, for each individual grade from kindergarten through grade 6. (KM)

ED 344 824 SO 022 048

Podell, Sara
Confronting the Crisis in the Criminal Justice System. Technical Assistance Bulletin No. 5.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 92
NOTE- 6p.; For related documents, see SO 022 049-050.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Civil Rights; Constitutional Law; *Crime; Criminal Law; Elementary Secondary Education; Illegal Drug Use; *Law Enforcement; *Law Related Education; *Public Policy; *Social Problems

Experts agree that the U.S. criminal justice system faces a crisis, yet there is a broad range of views as to its sources, consequences, and solutions. There seems to be a public perception that the individual rights guaranteed accused criminals by the U.S. Constitution prevents the criminal justice system from functioning properly. It is generally accepted among persons involved in the legal system, however, that constitutional rights are not undermining the system. Most experts believe that one of the greatest challenges facing the criminal justice system is the nation's illegal drug problem. Yet there is much disagreement as to how much attention and spending should be devoted to law enforcement as opposed to education. One inescapable fact is that a lack of funds has weakened the justice system. Prosecutors, public defense attorneys, and courts are overwhelmed and generally underpaid. Jails and prisons are terribly overcrowded. Many experts feel that it is important that the public come to understand that the criminal justice system has a limited role in reducing crime. People must begin to see that the crime problem, whether related to drugs or not, is a societal problem that has its roots in both economic status imbalance and a weakened moral system. (DB)

ED 344 825 SO 022 049

Podell, Sara
Combatting Drug Abuse: What You Should Know before Designing a

"Evaluating the Effects of School Desegregation and the Implications for Minority Teachers" (Hawley); (3) "The Importance of Minorities in Education Reform" (Futrell); (4) "Perspectives from the Nation's Capitol" (Cavazos); (5) "Eschewing Panaceas and Moving toward Excellence: A Critique of the National Teaching Exam" (Beckum et al.); (6) "Successful Strategies for Local School District Partnerships" (Boutte, Sanders); (7) "Successful Strategies for Private Constituent Groups and Agencies" (McNeill); (8) "Successful Strategies of Colleges and Universities for the Recruitment and Retention of Minority Students" (James et al.); and (9) "Summary" (Middleton et al.). An evaluation of the conference and a list of conference participants are appended. (LL)

ED 344 846 SP 033 691

Middleton, Ernest J., Ed.; And Others
Recruitment and Retention of Minority Students in Teacher Education: Programs That Work. Proceedings of the National Conference on the Recruitment and Retention of Minority Students in Teacher Education (4th, Lexington, Kentucky, January 15-17, 1990). 1990).
PUB DATE- Jan 90
NOTE- 115p.; For other proceedings of this conference, see ED 301 535, SP 033 689-690, and SP 033 735.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; Educational Change; Elementary Secondary Education; Employment Patterns; Higher Education; Intercultural Programs; Linking Agents; Minority Groups; *Minority Group Teachers; Models; Participative Decision Making; *Program Effectiveness; School Districts; School Holding Power; *Student Recruitment; *Teacher Education Programs; *Teacher Recruitment
IDENTIFIERS- Reform Efforts

These conference proceedings provide an introduction to strategies and models for the recruitment and retention of minority teachers. Many of the programs described in this document demonstrate networking and partnerships, with team building between local school districts, state and local associations, universities, and community groups to enhance minority enrollment in education. The conference emphasized sharing of successful strategies and models stressing collaboration and linkages among various constituent groups in education. Following an Introduction, papers are presented in seven sections: (1) "Minorities in Education A National Imperative" (Keynote Address) (Haynes); (2) "Minority Teachers: Who Needs Them and Why?" (Oglesby); (3) "Successful Strategies in Schools and School Districts" (Slack et al.); (4) "The Importance of Minority Participation in Effective Educational Reform" (Robinson); (5) "Strategies for Recuriting and Retaining Minorities for Teacher Education Programs" (Bybee et al.); (6) "More Strategies for Minority Recruitment and Retention" (Mathews et al.); and (7) "Where Are We Now? Where Should We Go from Here?" (Alston, Mason). (LL)

ED 344 847 SP 033 706

Carbone, Michael, Ed.
Proceedings of the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (3rd, Indianapolis, Indiana, June 2-4, 1989).
PUB DATE- Jun 89

National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Class Activities; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Program Content; Socialization; Teacher Characteristics; *Teacher Improvement; *Teacher Workshops; *Teaching Skills; Urban Schools
IDENTIFIERS- Houston Independent School District TX; *Reflective Teaching; *Share and Take Program TX

The Share and Take Program is a significant component of the induction year for 80 entry-level teachers in 21 inner-city elementary, middle, and high schools in Houston, Texas. The program seeks to hasten beginning teachers' socialization into the profession by concentrating on the development of critical reflection skills: asking questions, observing, sharing experiences, taking risks, and analyzing classroom and school experiences. The program demonstrates that the development of teaching skills can be hastened if the beginning teacher has opportunities for critical reflection in an open, collaborative setting. This paper outlines program content and activities and provides examples of worksheets and instruments used in the program. These examples include: "Sharing Session," "Observation Questions," "Planning a Successful Lesson," "Write and Switch," and "Carousel Brainstorming." (IAH)

ED 344 864 SP 033 745

Rodgers, Robert J.
Elementary Computer Labs That Integrate Curriculum.
PUB DATE- Nov 91
NOTE- 22p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; *Elementary School Curriculum; Faculty Development; Inservice Teacher Education; Integrated Curriculum; *Laboratories; *Program Design; *Program Evaluation; *Program Implementation; School Districts

Computers have become an integral part of most college and high school programs; however, the utilization of computers at the elementary level has lagged behind. This paper focuses on the efforts of a New Jersey public school district to expand computer education into the elementary school environment. It describes the second year of a 3-year plan to put a computer laboratory in each elementary school in the district and to implement an educational program that integrates the computer into the existing curriculum. The basic plan fosters the use of the computer as a tool in the learning process without overloading the elementary curriculum. A complementary element of the plan includes a method of providing teacher inservice on a relevant, purposeful, on-going basis. This stage of the project includes: (1) a reexamination of the philosophy guiding the plan; (2) responses to obstacles that have surfaced in the implementation of the program; and (3) assessment of the success of the program and modifications made to long-range plans. Seven addenda offer sheets of information about computer

policy course. Information was gathered utilizing precourse and postcourse interviews and a questionnaire administered upon completion. The study found that the goal of practical wisdom was achieved when students and teachers were engaged in "living-in-the case," an experiential process described as "conversation with reality." When students were induced into the intersection of theory and practice, of intellectual and emotional experience, of intrinsic and extrinsic motivators, effective learning and retention took place. Alternative explanations, such as teacher charisma, quality of case writing, and student ability, did not discount the finding of living in the case. Results also suggest that practitioners interested in demonstrating best practices in teacher education with case method pedagogy need to consider an emphasis on induction into the case. This focus has proved to be effective in spite of teaching style, quantity or quality of cases, or student background. (LL)

ED 344 885 SP 033 804

Archer, E. G.; Peck, B. T.
The Teaching Profession in Europe.
PUB DATE- 91
NOTE- 342p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Development; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Labor Turnover; Prerequisites; *Professional Recognition; Secondary School Teachers; *Teacher Certification; *Teacher Recruitment; *Teaching (Occupation); *Teaching Conditions; Vocational Education
IDENTIFIERS- *European Community

This volume discusses the changing face of Europe and examines dimensions of the teaching profession in different countries. Matters related to recruitment, training, recognition and status, probation, teaching conditions, career advancement, and inservice opportunities are identified and developed. Teachers who contemplate moving from one country to another and those interested in the permutations and interpretations of training and teaching elsewhere are enabled to become more aware and knowledgeable about prospects and problems. The book is organized into four parts: The first, "Some Professional Issues," includes teaching in Europe: the challenge, the issues and the problems, professional identity and recognition, teacher mobility, and teacher concerns and the unions. Part 2, "Country Case Studies," highlights Austria, Belgium, Denmark, Ireland, England and Wales, France, Germany, Greece, Italy, Luxembourg, The Netherlands, Portugal, Scotland, Spain, Sweden, and Switzerland. Part 2 also includes a section entitled vocational Education and the Teacher. The third part, "Looking Forward" (in French) by Pierre Vanbergen, President, International European Association of Teachers, reviews the role of the Commission of the European Communities (CEE) with regard to teacher education and prospects for the future. The final section contains seven appendices: The European Association of Teachers AEDE/EAT; Resolution of the Council and Ministers of Education Meeting within the Council: On the European Dimension in Education, May 1988; school ages, school weeks, school days; useful addresses; glossary; The Staff Development Europe project; and Entry into Teaching in European

(070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; Educational Research; Higher Education; Individual Differences; *Instructional Effectiveness; *Knowledge Level; Learning Processes; Literature Reviews; *Long Term Memory; *Outcomes of Education; *Retention (Psychology); Student Motivation; Teaching Methods; Testing Problems

The question examined in this paper is: what is known exactly about variables that affect long-term retention of knowledge learned in school? U. Neisser (1982) asserts that "it is difficult to find even a single study, ancient or modern, of what is retained from academic instruction." Further, popular belief holds that much of the knowledge learned in classrooms is forgotten shortly thereafter. Contrary to these assertions, several studies published in content area journals have addressed this question and found substantial long-term retention. These and other studies are examined to determine how much of the knowledge and principles learned in college classrooms is remembered. Several variables that affect the ability to remember are discussed, including the level of original learning, overlearning, the method of instruction, characteristics of the retention interval, the type of information taught and tested, and individual differences in aptitude and motivation. In general, methods that promote higher levels of original learning produce higher levels of retention. A list of 64 references is included. (Author/SLD)

ED 344 905 TM 018 225

Shaver, James P.
What Statistical Significance Testing Is, and What It Is Not.
PUB DATE- Apr 92
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Evaluation Problems; Hypothesis Testing; Probability; Psychological Studies; *Research Design; Research Problems; *Sample Size; *Statistical Significance; Test Validity
IDENTIFIERS- *Null Hypothesis; *Randomization (Statistics); Research Replication

A test of statistical significance is a procedure for determining how likely a result is assuming a null hypothesis to be true with randomization and a sample of size n (the given size in the study). Randomization, which refers to random sampling and random assignment, is important because it ensures the independence of observations, but it does not guarantee independence beyond the initial sample selection. A test of statistical significance provides a statement of probability of occurrence in the long run, with repeated random sampling under the null hypothesis, but provides no basis for a conclusion about the probability that a particular result is attributable to chance. A test of statistical significance also does not indicate the probability that the null hypothesis is true or false and does not indicate whether a treatment being studied had an effect. Statistical significance indicates neither the magnitude nor the importance of a result, and is no indication of the probability that a result would be obtained on study replication. Although tests of statistical significance yield schooling issues surrounding the increasing numbers of educationally disadvantaged students in the Pacific Southwest. The SIS project focuses primarily on the district and community levels. At present, it is a research effort, but in its next phase it will offer to assist districts and communities in developing policies and practices to meet students' needs. The first part of the paper describes the extraordinary growth in the numbers of students from linguistic minorities in the metropolitan areas of the Pacific Southwest and in the number of languages they speak. This growth has not been in the central cities, but in those termed "edge cities." As a result, local education agencies have been faced with many challenges. The second section provides an overview of the SIS project, outlining its intention and general methodological framework. Problems that have impeded METRO's work are reviewed, and expectations for the next 4 years are introduced. To offer technical assistance to local education agencies and communities, METRO will have to identify those that are successfully hosting ethnically diverse students at present. There is a 13-item list of references. (SLD)

ED 344 923 TM 018 255

Tushnet, Naida C.
Synthesis and Translation: Will It Be Easier for Users To Discover Meaning, Truth, and Utility in Research?
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Objectives; Educational Practices; *Educational Research; Elementary Secondary Education; Federal Government; Government Role; *Information Dissemination; Knowledge Level; Meta Analysis; *Research Utilization; *Synthesis; Technology Transfer; *Theory Practice Relationship
IDENTIFIERS- America 2000; *National Education Goals 1990; Office of Educational Research and Improvement

As part of the efforts of the Office of Educational Research and Improvement (OERI) in support of the national goals for education (America 2000), staff members are cataloguing and synthesizing research to connect it to federal practice. This paper presents the basic argument that synthesizing research and translating it into practice-oriented language are activities that construct new meanings from a body of knowledge. Those who receive the results of the synthesis and translation activities also construct meaning, and they do so in the multiple communities of school and classroom life. For those who receive research-based knowledge, information is only one type of knowledge influencing the actions of teachers, principals, parents, and others who deal directly with children. The contexts to be affected by research findings are complex and lead to multiple and sometimes competing understandings. An alternative perspective on synthesis and translation shifts the focus to a user construction that sees information as something to be molded and shaped by the perceiver. Seeing the task in this light could affect the way the OERI approaches the activity and the ways in which it identifies gaps in existing knowledge. There is a 49-item list of references. (SLD)

A Special Word in Jamual Dieguene.
PUB DATE- 89
NOTE- 21p.; In: Ok, Jong-seok, Ed. and Taneri, Mubeccel, Ed. Studies in Native American Languages V; see FL 020 310.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *American Indian Languages; *Anthropological Linguistics; *Contrastive Linguistics; *Sentence Structure; *Structural Analysis (Linguistics); Vocabulary
IDENTIFIERS- California (San Diego); Word Order; *Yuman Languages

A special word, "naynaa," which occurs in the Jamul dialect of Dieguene, a Yuman language spoken in the San Diego, California, area is described. Jamul has subject-object-verb word order, and its major word classes are noun and verb. Lexical pronouns are not required. Clauses may be connected by means of switch reference marking, and/or by various other grammatical devices. "Naynaa" has four functions: as an emphatic; as an emphatic marker of co-reference between a possessor and the subject of its clause; in the flexive construction; and as an emphatic same-subject marking device in complex sentences. Its uses are described in detail. Contains 20 references. (LB)

ED 344 483 FL 020 317

Pye, Clifton
The Focus Antipassive in K'iche' Mayan.
PUB DATE- 89
NOTE- 11p.; In: Ok, Jong-seok, Ed. and Taneri, Mubeccel, Ed. Studies in Native American Languages V; see FL 020 310.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Anthropological Linguistics; *Contrastive Linguistics; Foreign Countries; Linguistic Theory; *Mayan Languages; *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Guatemala; *Passive Voice; *Voice (Verbs)

This analysis shows how the Government and Binding (GB) framework of Chomsky may be extended to the focus antipassive construction in K'iche', a Mayan language spoken in the central highland region of Guatemala. The GB model previously has been successfully extended to a number of Romance languages and has shown that a wide range of differences among the languages may be due to variation among a limited set of parameters. At first sight, an antipassive construction appears to contradict the GB account of passives because it affects an internal rather than an external verb argument. It is shown that the GB framework can be extended naturally to account for the focus antipassive in K'iche'. The analysis leaves the ergative nature of the syntactic operation firmly in place; it applies only to the subjects of transitive verbs. Contains 14 references. (LB)

ED 344 484 FL 020 318

Sprott, Robert
An Annotated Bibliography of Kiowa-Tanoan.
PUB DATE- 89
NOTE- 17p.; In: Ok, Jong-seok, Ed. and Taneri, Mubeccel, Ed. Studies in Native American Languages V; see FL 020 310.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

The Massachusetts Workplace Education Initiative (MWEI) was begun in 1985 as an inter-agency effort to bring adult basic education and English-as-a-Second-Language (ESL) instruction directly into workplaces throughout the state. The impetus for the program was a concern for large numbers of workers who did not have the skills necessary to compete successfully for new jobs after plant closings or other layoffs. This report details what came to be known as the "outcome study" and the "curriculum study" of the MWEI Cycle 4 Evaluation, as well as the "termination study," which developed when one company closed and another stopped its education program midway through the outcome study. The overall evaluation goals were: (1) to develop a process for defining and measuring meaningful outcomes, and (2) to assess the organization, delivery, and effectiveness of educational materials and curricula in four workplace education programs. Information on the following six sites are described in the outcome and curriculum studies: Hampden Paper Company (Holyoke); Aerovox, Inc. (New Bedford); Kennedy Die Castings (Worcester); United Electric Controls Company (Watertown); South Cove Manor Nursing Home (Boston); and Boston City Hospital (Boston). In addition, case studies are reported for Friction Materials, Inc. (Lawrence) and Spirit, Inc. (Wakefield) in the termination study. Recommendations are offered for future evaluation and technical assistance. Nearly half the document consists of outcome study case studies, which are appended; also appended are numerous questionnaires used in the study. Contains 10 references. (LB) Adjunct ERIC Clearinghouse on Literacy Education.

ED 344 504 HE 024 932

Learning Nutrition in Medical Schools. Report on a WHO Workshop (Warsaw, Poland, April 12-14, 1989). EUR/HFA Target 15.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Objectives; *Educational Planning; Evaluation Needs; Foreign Countries; Higher Education; *International Programs; *Medical Education; *Medical Schools; *Nutrition Instruction; Skill Development; Workshops
IDENTIFIERS- World Health Organization

This paper reports on a World Health Organization (WHO) workshop whose participants, in accordance with WHO's Health for All (HFA) Target is, "Knowledge and Motivation for Healthy Behaviour," examined the importance of nutritional education in medical schools. Areas discussed include the discrepancy between the need for skills in nutrition among medical health workers and the lack of such education in medical schools, how to set educational objectives in the early planning stage of a nutrition course, and process evaluation. Workshop recommendations are discussed and include the following items: (1) establish a coordinated network of persons interested in nutrition education in medical schools; (2) establish a steering committee with seven member states which, together with two WHO Collaborating Centers, would support the work of the network on a national and international level; (3) report on nutrition training in medical schools; (4) develop a multicenter research project to establish the need for nutrition education of medical personnel; and (5) hold an "International Conference on Learning Nutrition in Medical Schools" in Warsaw, Poland in 1992. Contains 14 references. (GLR)

*Teaching Methods; Teaching Skills

This annual journal presents articles by college faculty about teaching in higher education based on their pedagogical research and their classroom experiences. Articles in the issue for 1991 have the following titles and authors: "The Scholarship of Pedagogy: A Message From the Editors" (Laurie Richlin and Milton D. Cox); "The Social Cognition Approach to Stereotypes and Its Application to Teaching" (Margaret W. Matlin); "The Assignment-Driven Course: A Task-Specific Approach to Teaching" (John F. McClymer and Paul R. Ziegler); "Teaching and Learning--After Class" (George D. Kuh); "Love in the Classroom" (Peter G. Beidler and Rosemarie Tong); "Use of Educational Games for Difficult Subject Material" (Helaine M. Alessio); "Common Instructional Problems in the Multicultural Classroom" (Carol A. Jenkins and Deborah L. Bainer); "'Whole Souled' TEaching and the State of American Education (John K. Roth); "Sign What You Say: An Interactive Approach to Language Learning" (Kathleen M. Hutchinson); "Promoting Minority Student Involvement at the University: Collegial Coaching Support" (V. Patricia Beyer and Joseph B. Cuseo); "Dramas of Persuasion: Utilizing Performance in the Classroom" (Sally Harrison-Pepper); "The Challenge of Diversity: Alienation in the Academy and Its Implications for Faculty" (Daryl G. Smith); "Fulfilling the Promise of the 'Seven Principles' Through Cooperative Learning: An Action Agenda for the University Classroom" (Barbara J. Millis); and "The Honor in Teaching" (Peter G. Beidler). References follow papers. (JB)

ED 344 524 HE 025 435

Clagett, Craig A., Ed.
Maryland 2000: Journal of the Maryland Association for Institutional Research.
PUB DATE- Nov 91
NOTE- 60p.; Theme issue on institutional research in Maryland.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Information; Accountability; *College Outcomes Assessment; Community Colleges; Computer Software; Higher Education; Information Management; *Institutional Environment; Institutional Evaluation; *Institutional Research; Teacher Attitudes
IDENTIFIERS- Environmental Scanning; *Maryland; Taxographic Space

This journal chronicles a sample of the papers and presentations delivered during previous annual meetings of the Maryland Association for Institutional Research on the fifth anniversary of that association. A first paper, one from the first annual meeting in 1987 titled "Environmental Scanning: Assessing Local Business Training Needs" (Craig A. Clagett and Robin B. Huntington), presents an introduction to environmental scanning and the lessons and findings of a collaborative business needs assessment. The second paper, "Student Outcomes Performance Accountability Reports: A Prototype" (Craig A. Clagett) reviews how Maryland's community colleges have responded to the evolving accountability concerns connected with student outcomes with a focus on Prince George's Community College. The third paper, "Accountability and Assessment in Maryland Higher Education" (Shaila R. Aery), discusses a new form of accountability-student achievement as opposed to financial stewardship-and levels of responsibility for assessment. The fourth paper, "Taxographic Space: A Radically Different Paradigm for Information Management" (David A. Webb), describes

Target 27 of the World Health Organization (WHO), "Rational and preferential distribution of resources according to need," was to provide the EURO Nursing Unit relevant information towards the development of an educational program that would assist, at the country level, in the development of a basic nursing curriculum for WHO's European members. The information presented covers, not only a restatement of earlier agreed upon roles, functions, and competencies of the generalist nurse, but also the identification of any educational models currently existing in Member States which may be adopted or adapted to develop the generalist nurse program in Member States, recommendations on appropriate curricular structure and content for consideration by countries, suggestions on strategies to prepare nurse teachers and managers in developing generalist nurse programs, the identification of schools and departments of nursing which may be approached to participate as pilot sites for program implementation and evaluation of experimental programs, and time schedule proposals. Recommendations are also presented for actions by WHO in the promotion of training for health professionals throughout Europe. Appendixes contain a list of temporary project advisers and observers as well as summaries of the report in French, German, and Russian. Contains 16 references. (GLR)

ED 344 543 HE 025 457

Substance Abuse Education for Health Professionals. Report on a European Symposium (The Hague, The Netherlands, October 9-11, 1989). EUR/HFA Target 17.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Alcohol Abuse; Drug Abuse; Educational Needs; Foreign Countries; *Health Education; Higher Education; *International Cooperation; Nurses; Professional Education; *Professional Training; Psychologists; Social Workers; *Substance Abuse; Training Methods
IDENTIFIERS- *Europe; *Health for All by the Year 2000; World Health Organization

This report presents the results of a symposium attended by health representatives (nursing, social work, psychology) of eight European governments who met in accordance with target 17 of the World Health Organization (WHO), "Decreasing health-damaging behaviour," to examine the reorientation of education (substance abuse) for health personnel to make it more relevant to health needs. The report first describes the symposium's purpose, scope, and various sessions. Next, discussions are presented concerning current training availability of various groups of health professionals regarding substance abuse, as well as what was found to exist in undergraduate medical student education, and within the medical specialties. This is followed by discussions of the organization of training for the trainers of drug and alcohol abuse education programs, and the use of multiprofessional and multidisciplinary training. Finally, it is concluded that national planning efforts are needed in the coordination of substance abuse training, that international cooperation should be maintained in the form of a European network of substance abuse training centers, and bilateral or multilateral exchanges, and that an international catalogue of training resources should be developed and disseminated. The report concludes with several recommendations on the objectives and technologies of substance abuse training

Approach; *International Education; *International Studies; Majors (Students); Needs Assessment; Politics of Education

A study was undertaken to develop ways to internationalize the curricula of universities in a cost effective manner that will result in a recommended interdisciplinary studies program. An examination of the development of trade in the United States and the changing role and scope of higher education noted a golden age of higher education and peak in interest in international education after the Second World War followed by decades of change and turmoil with international education goals stagnating. A review of studies of international education conducted since the mid-1970s found that many universities present glowing pictures of their programs and impact while other studies are less optimistic and call for greater emphasis on international studies. The study found that ways to internationalize higher education institutions include redesigning course and textbooks and involving the faculty in including international angles in their courses, adding international studies survey courses to the core curriculum, developing interdisciplinary minor areas of study to complement international majors, and expanding existing interdisciplinary programs. A 14-item bibliography is included. (JB)

ED 344 562 HE 025 478

State University of New York: Staff Study Comparing SUNY Finances with Similar State Universities.
PUB DATE- 3 Apr 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Cost Effectiveness; Costs; *Educational Finance; Expenditure per Student; Expenditures; Financial Support; Higher Education; *Institutional Evaluation; Instructional Student Costs; Noninstructional Student Costs; Salary Wage Differentials; School Support; Tax Allocation
IDENTIFIERS- *State University of New York

A study was done of State University of New York (SUNY) revenue sources and operating costs for fiscal year 1988-89 in comparison to "peer" public university systems in 17 other states. In particular the study focused on SUNY cost effectiveness, tuition and fee schedules, the proportion of costs offset by tuition and fees and the proportion of costs offset by state tax revenues. The study excluded all operating costs at SUNY and the peer systems which were self-sustaining as well as all expenditures made with Federal and private research funds. Conclusions were that SUNY could be more cost-effective as the system: (1) spent more per student than other states, (2) had comparatively high institutional support costs, (3) paid its faculty more than peer systems, (4) had significantly lower tuition and fee charges, and consequently, (5) the proportion of costs offset by tuition and fees was much smaller than at peer systems. In addition the study found that 88 percent of the educational and general costs of the SUNY schools were offset by state tax revenue while only 63 percent of these costs at comparable institutions in peer state were offset by state tax revenue. Many figures and tables illustrate the report. An appendix contains comments of SUNY officials who disagreed with the study's methodologies and conclusions. (JB)

ED 344 563 HE 025 479

responsibilities of the officer are discussed. (DB)

ED 344 580 IR 015 530

Lyness, Ann L.; And Others
Social Learning and Electronic Communication: Development of a Conceptual Framework.
PUB DATE- 92
NOTE- 10p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Washington, DC, February 7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Computer Networks; *Discussion Groups; Distance Education; *Electronic Mail; Graduate Students; Higher Education; Models; Nursing; Socialization
IDENTIFIERS- *Computer Mediated Communication; *Consensus Models

The purpose of this paper is to describe an evolving conceptual framework resulting from the use of a computer mediated discussion assignment in a graduate nursing course over the past several years. The objective has been to build a consensus among classmates via electronic communication concerning readings about making new knowledge more available for use by persons in daily work. To accomplish the assignment, students were given an orientation to the electronic mail system. Then, through use of a computer group alias, students sent messages to all of the members of the class and the instructor at one time, much as a person would communicate to all members in a live discussion group at one time. The class has been taught three times with this assignment, and similar results have been observed each time. Although students varied in the ways they attempted to synthesize ideas toward a consensus, at the end of the course communications showed a definite merging of ideas. Each time students evaluated the assignment as a positive learning experience. They appreciated the opportunity to interact with classmates on electronic mail and to gain a sense of the ideas of the entire class over the term. The consistency of students' responses in emphasizing the social aspect when communicating for a specified purpose on electronic mail has suggested a beginning conceptual framework. (25 references) (Author/DB)

ED 344 581 IR 015 531

Dreyer, Libby; Karlsson, Jenni
Ulwazi: For Power & Courage. A Guide to Starting a Resource Centre.
PUB DATE- 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Access to Information; Administration; Budgeting; *Community Organizations; *Community Programs; Educational Resources; Elementary Secondary Education; Foreign Countries; Guidelines; Information Management; Information Services; Lifelong Learning; Planning; Postsecondary Education; Program Implementation; Public Libraries; Reference Materials; *Resource Centers; School Libraries
IDENTIFIERS- *South Africa

interlibrary loans; personnel (professional staff, nonprofessional staff, and student assistants); and expenditures (monographs, current serials, other library materials, miscellaneous materials, contract binding, salaries and wages, other operating expenditures, and total library expenditures). Statistics on Ph.D.s awarded, faculty, and enrollment are also provided, as well as a summary of the rank order tables of university libraries and rank order tables for each of 18 categories from the main ARL data tables. A copy of the ARL statistics questionnaire is attached. (MAB)

ED 344 600 IR 054 003

Star Struck.
PUB DATE- Dec 91
NOTE- 221p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Conferences; *Course Integrated Library Instruction; Educational Change; Educational Technology; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Interdisciplinary Approach; *Learning Activities; *Learning Resources Centers; Library Role; School Libraries; Science Education; Worksheets
IDENTIFIERS- Teacher Librarians

The professional journal of the British Columbia Teacher-Librarians' Association (BCTLA), The Bookmark is intended to: (1) serve as a communication vehicle for ideas, trends, and new developments in the field; (2) support a professional network of teacher-librarians who are committed to resource-based learning and cooperative planning and teaching; (3) disseminate information on British Columbia learning resources; and (4) promote reading and the development of literature appreciation. The theme for this issue, "Star Struck," is an attempt to link disciplines and reflect the interdisciplinary approach of much of the Year 2000 initiative. The theme section contains six resource-based units, a science fiction bibliography, a guide to resources available from NASA (National Aeronautics and Space Administration), guidelines for integrating the space theme across the curriculum, and a description of the production of a fairy tale newsletter. Materials provided for each unit include learning activities, instructional materials, and lists of resources. Topics covered include mythology (grade 7); the solar system (grades 2-3); dinosaurs (grades 3-4); biographies (grade 7); astronomers and their discoveries (grade 8); and astronomy (secondary students). Also featured in this issue are summaries of 25 presentations at the 1991 BCTLA conference, and articles and reports on managing language arts, primary program and intermediate program paperbacks; the Southern Interior Telecommunications Project; patterns of change in teacher-librarianship; and a learning and working conditions survey. Also included are chapter reports, directories, nine regular features, and a number of announcements. (DB)

ED 344 601 IR 054 004

Freeman, Nola A.
A Comparative Study of the Administration of the Government Documents Sections of the National Archives of the United

findings included the following: (1) both management and union spokespersons felt that strikes represented a failure in negotiation processes; (2) respondents seemed to agree that neither negotiating team will settle until it understands the realities of what are important for the other; (3) the role of the chief spokesperson, methods by which negotiation teams are selected, and team composition differ significantly between union and management; and (4) generally, the union invests more time and persons in preparing for negotiations, involving subcommittees and professional field consultants; management does not invest time and resources in preparing. Based on the interviews, it was recommended that trustees (if they are involved in the negotiations) let the chief spokesperson do the talking, rather than sending mixed messages; that trustees and administrators spend the time to understand fully the union's proposals; and that management bring its own proposals to the table. In addition, it was recommended that a strong working relationship be developed before negotiations get underway; that accurate notes be taken; and management that management's chief spokesperson be sensitive to the double-duty being performed by the union spokesperson. (JMC)

ED 344 620 JC 920 171

Knepp, Kay, Comp.
Comparative Financial Statistics for Pennsylvania Community Colleges. Maury Overholt Report. Twelfth Annual Report.
PUB DATE- 92
NOTE- 103p.; Almost half of the document is printed on colored paper. For the 10th and 11th editions, see ED 321 824 and ED 333 941.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *Community Colleges; *Educational Finance; Educational Trends; *Enrollment; Expenditure per Student; Expenditures; Financial Audits; Financial Support; Full Time Equivalency; Income; Institutional Characteristics; *Operating Expenses; *School District Spending; School Statistics; State Aid; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *Pennsylvania

Prepared to assist Pennsylvania community colleges in analyzing their financial performance in relation to their peers, this report contains financial data for the years 1984-85 to 1992-93. Section I examines reimbursement requests for 1990-91 in terms of enrollments, operating reimbursements for operating and stipend expenses, and capital reimbursements for capital, rentals, and debt service. Section II provides 1991-92 rebudget request data for such items as enrollments, operating net reimbursable costs, state reimbursements, and capital deferred and non-deferred items. In section III, 1992-93 budget requests are presented for the same categories as section II. Section IV presents historical systemwide data, including full-time equivalent (FTE) enrollments, state reimbursement of operating and capital costs, comparisons of net and gross costs, and capital reimbursements requested versus capital reimbursed, for 1984-85 to 1991-92. Section V provides similar data by individual college, and also includes stipend enrollments by category for fiscal years 1985-86 to 1992-93, and state reimbursements for operating with stipend reimbursement as a percentage of the total for fiscal 1984-85 to 1993-94. Section VI presents data on operating expenditures by source and by category, book value and replacement value by college, fund balances, scholarship expenditures and interest. The final use of fall-only data would have resulted in a 25% undercount of statewide transfers to UC (compared to 20% for LRCCD), and a 38% statewide undercount to CSU (compared to 35% for LRCCD); (8) comparing fall-only data, all ethnic minority transfers to UC had decreased in fall 1989, while all those except Hispanics had increased in fall 1990; and (9) comparing fall-only data, the numbers of Black, Hispanic, and Filipino transfers to CSU had increased in fall 1989, while in fall 1990, all ethnic minority transfers except Blacks had increased. Findings suggest that efforts to improve the transfer process, such as intersegmental cooperation and transfer programs, have begun to produce increased numbers of transfers. An appendix provides historical data on transfers, and ethnicity of transfers for each college within the LRCCD and for the district as a whole for 1986-1990. (JSP)

ED 344 637 JC 920 204

Allard, Scott
BBCC Transfer Student Follow-Up: Washington State University Students Reflect upon Big Bend Community College Education.
PUB DATE- Mar 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Outcomes Assessment; *College Transfer Students; Community Colleges; Educational Facilities; Educational Improvement; *Educational Quality; Followup Studies; Graduate Surveys; Higher Education; Interviews; Program Effectiveness; Self Evaluation (Groups); State Universities; *Student Attitudes; *Student Experience; Summative Evaluation; Tables (Data); Two Year Colleges; Two Year College Students

In March 1992, a team of Big Bend Community College (BBCC) faculty members traveled to Washington State University (WSU) to survey and interview former BBCC students enrolled at WSU. The purpose of the investigation was to assess the effectiveness of BBCC in preparing students for transfer to and continued success at the four-year college level, and to measure BBCC's effect on the students' abilities and skills. Of the 48 former BBCC students attending WSU, 19 (40%) met with the team and completed a short evaluative survey. Of these, 17 were BBCC graduates. On the average, participants had been away from BBCC for 1.8 years. Following the survey, each student participated in an interview discussion with at least one faculty member, focusing on issues of educational quality and improvement at BBCC. Major findings included the following: (1) 17 out of 19 students reported their overall experience at BBCC as "good" or "very good," with the most frequently mentioned areas of satisfaction being the quality of teaching, the smallness of the school and classes, the availability of faculty, the low cost and locality of education, the positive and friendly atmosphere/people, and the good reputation of the college; (2) areas most often identified as weaknesses included academic/curriculum advising and the number and variety of curricular offerings; and (3) students offered specific recommendations for improving classes to better prepare them for academic life at WSU, such as providing more exposure to computers and essay/take-home exams, requiring more papers/writing, and expecting more from students by making courses and workloads more challenging. Data tables, verbatim student comments, and the survey instruments are included. (JMC)

Instructional Administrators.
PUB DATE- 14 Oct 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activities; *Administrative Organization; *Administrators; *Agency Role; Annual Reports; Community Colleges; Group Membership; *National Organizations; Participant Characteristics; Power Structure; *Professional Associations; Program Descriptions; Standards; Two Year Colleges

All Councils affiliated with the American Association of Community and Junior Colleges (AACJC) are required to submit an annual report to the AACJC Board of Directors at its fall meeting. The report's main purpose is to help the Board become better acquainted with each Council's structure and annual activities, providing information that is especially useful when the Board meets to discuss the role of Councils within AACJC and to review requests for continued affiliation. This 1991 Annual AACJC Council Report from the National Council of Instructional Administrators (NCIA) includes the following materials: (1) five pages of short answers to a series of questions pertaining to Council history and functioning; program activities as they relate to AACJC's public policy agenda; AACJC convention activities; awards granted; cooperative efforts undertaken; conferences/workshops sponsored; and programs and publications projected for 1992; (2) a one-page narrative providing an overview of NCIA to be distributed at an upcoming national meeting of AACJC chairs; (3) brief descriptions of NCIA's major accomplishments during the past year; program and operational areas needing improvement or development; the Council's role within AACJC; and suggestions for strengthening the role of Councils within the AACJC structure; (4) an accounting of Council responsibilities by individual office holder, staff member, or representative; (5) a map of NCIA's regional structure; (6) NCIA bylaws; (7) a directory of members of the NCIA board of directors by region; and (8) a brief membership and financial review. (JMC)

ED 344 654 JC 920 227

Anderson, Jack A.; And Others
Educational Plant Survey: Chipola Junior College, May 19-22, 1992.
PUB DATE- May 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *College Planning; Community Colleges; *Educational Facilities; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Long Range Planning; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- *Chipola Junior College FL

In 1992, a study was conducted at Chipola Junior College (CJC) in Marianna, Florida, to aid in the formulation of plans for housing the educational programs, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the following 5-year period. Sections 1, 2, and 3 of the plant survey report provide background information on the survey team, procedural policies, the cooperative process used in conducting plant surveys, and the scheduling, purposes,

Objectives

This manual provides information for pastors, parents, and church members who are starting a child care program in their church, and for churches that are changing or expanding their child care program. Chapter 1 reports the results of a 1982 survey of child care in local parishes by the National Council of Churches. Chapter 2 explains four steps in assessing a church's child care program: (1) establishing the need for a program; (2) defining the purpose of a program; (3) assessing the church's resources; and (4) choosing a program. Sample child care surveys are provided. The third chapter considers board membership, governance, licensure, objectives, and personnel policies. A checklist of steps in opening a program is provided. Chapter 4 examines communication between the church and the child care community. Resource materials on selected topics are described in the last chapter. Topics include choosing child care, fundraising, personnel, family day care, infant and toddler care, multicultural planning, health care, child abuse, program and child evaluation, and resources for church-housed child care programs (religious resources, professional organizations and advocacy agencies, and publications and periodicals). Appendixes include a policy statement on child care; a resolution on child care as ministry; information on licensing; a sample lease; and sample start-up and operating budgets. (BC)

ED 344 672 PS 020 484

Ford, Mary; Kroll, Joe
Challenges to Child Welfare: Countering the Call for a Return to Orphanages. Research Brief #1.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
PUB DATE- Nov 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption; *Child Advocacy; Child Health; Childhood Needs; Child Neglect; Childrens Rights; *Child Welfare; Drug Abuse; *Family Programs; Federal Legislation; *Foster Care; Foster Family; Health Services; Infants; *Institutionalized Persons; Interpersonal Relationship; Medical Services; Prenatal Influences; Public Health; *Public Policy; Young Children
IDENTIFIERS- Adoption Assistance and Child Welfare Act 1980; Crack Babies; *Orphanages

The North American Council on Adoptable Children (NACAC) released this report in response to recent calls for a return to institutionalized care for children. The response is based on NACAC's long-held position that: (1) every child deserves a family; (2) institutionalization is not an acceptable substitute for a family; and (3) many important, more cost-effective, and humane options to institutionalization have not been tried. The report notes that infants and young children, many with medical complications and physical and mental limitations due to prenatal drug exposure, comprise the fastest growing group of children entering substitute care. It is estimated that 375,000 of the infants born in 1988 had been exposed to drugs before birth. Many successful maternal health and prenatal care programs bring about favorable outcomes for mother and child. These programs offer a variety of options, such as client-oriented scheduling, integration of key services, and inclusion of the family in client services. However, a large and growing number of women do not have access

Descriptions; Referral; Tax Credits
IDENTIFIERS- Caregiver Training; Child Care Legislation; Entitlement Programs; Matching Funds

This directory summarizes the main features of federal programs that provide money or other economic assistance for child care or the child care profession. For each program, the following information is provided: (1) the program title; (2) a contact person; (3) purposes and restrictions of the program; (4) the legislation that authorized the program; (5) the title or part of the U.S. Code of Federal Regulations that is devoted to the program's governing regulations; (6) the amount of funding appropriated; (7) the percentage of funding that must be supplied from state or local sources; and (8) the number of children served by the program. The first part of the directory lists 23 programs that reduce family expenses for child care services. The second part describes 27 special-purpose support programs (numbered 24-50) relating to specific expenses, such as administrative overhead, training costs, and food costs. This part is divided into four sections, covering resource and referral, provider training, nutrition, and miscellaneous programs. The third part of the directory lists 10 programs (numbered 51-60) that provide in-kind benefits, expanded entitlements, and tax relief. (BC)

ED 344 690 PS 020 512

Children's Needs and Early Stimulation. A Report of a Workshop for Early Childhood Education Trainers (Harare, Zimbabwe, July 29--August 9, 1991).
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Sep 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Childhood Needs; Community Involvement; *Curriculum Development; Developing Nations; Foreign Countries; Parent Education; *Preschool Education; Special Needs Students; Talent Identification; *Teacher Education; Workshops
IDENTIFIERS- *Africa; Bernard van Leer Foundation (Netherlands); Caregiver Training; Regional Training and Resource Center (Kenya)

The Regional Training and Resource Centre (RTRC) is a 5-year program that began in 1989. A consultative group to the program consists of members from the countries of Nigeria, Zimbabwe, Swaziland, Zambia, Lesotho, Mozambique, and Kenya. The functions of the RTRC are to: (1) disseminate information concerning projects supported by the Bernard van Leer Foundation; (2) identify local educational training needs; (3) build the capacity of trainers; (4) develop advocacy skills; (5) develop curricula in early childhood development; and (6) provide advisory services. This document reports on the first of a series of RTRC workshops on the training of trainers of young children, which was held in Harare, Zimbabwe. The bulk of the report summarizes the topics discussed, which were: (1) needs of young children; (2) children with special needs; (3) identification of children's talents; (4) early stimulation, preschool curriculum, toys, and learning materials; (5) training for children's needs; (6) the environment of the African child; (7) community involvement and parental education; and (8) assessing and planning for children's needs.

Experiential Learning; *Family Environment; Hispanic American Culture; *Hispanic Americans; Learning Experience; *Migrant Children; *Migrant Workers; *Parent Influence
IDENTIFIERS- Pennsylvania

This report reviews research related to the home learning environment and presents a study on the home learning environment of young Hispanic children. Research has progressed from concern with home learning environment variables such as ethnicity, socio-economic variables and demographic characteristics to more relevant issues concerning experiences in the home and their effect on the cognitive and affective performances of children. A study compared the home learning environment of agrarian migrant Puerto Rican families (n=20) and non-migrant Puerto Rican families (n=20) in two Pennsylvania communities. The selected families with one child between the ages of 5 to 8 participated in a teacher-parent education program. Data were collected through community observation and home visits conducted by graduate students using various instruments that measure home environment variables. The study found statistically significant higher mean scores for migrant families on subscales of parental aspirations for their child, concern for the use of language, and parental reinforcement of aspirations. Both migrant and nonmigrant families believed in an environmental learning theory concerning children's intellectual development. Migrant families serve as a critical and faciliative role for newly arriving families in the community. Developmental differences revealed a more optimistic point of view by parents of younger learners in this study when compared to a previous study with 10-13 year olds. Implications are discussed for future research, practice, and policy in early childhood education of Hispanic children. (LP)

ED 344 710 RC 018 589

Lane, Amy
Rural Communities: Prevention Resource Guide.
PUB DATE- Jun 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Alcohol Abuse; *Drug Abuse; *Drug Education; Elementary Secondary Education; Government Publications; Health Education; *Prevention; *Rural Areas; Rural Population

This resource guide represents findings from key government reports and research studies on substance abuse and prevention in rural communities. The initial section presents statistics related to drug and alcohol abuse in rural areas. Alcohol is by far the most widely abused drug in rural areas, whereas cocaine abuse appears to be less prevalent. The second section contains annotated listings of prevention materials for rural communities. The materials include books, journal articles, posters, and brochures of programs and organizations. Each entry provides the following information if available: (1) organization producing the material; (2) format; (3) length; (4) relation to other materials; (5) topic; (6) mode of delivery; (7) target audience; (8) program setting; (9) readability; and (10) availability. The third section contains "culture of poverty," which suggests that the rural poor avoid hard work by choice, the more recent view is that the poor often accept the Puritan work ethic and value hard work. The rural poor realize the worth of education and goals for social mobility and encourage these values in their children. However, there remains a statistical correlation between educational attainment and poverty. Approximately, one-third of the rural poor population will achieve to some extent; another third could achieve given the opportunity and means through education; the last third are much less likely to benefit from education due to their emotional or intellectual impairment. Despite the varying value for education held by the rural population, the notion of a "culture of poverty" is misleading. Recommendations for rural teachers to increase educational effectiveness are: (1) to "explode a societal myth" that education is sufficient to eradicate poverty; (2) to acknowledge blame along with parents when there is school failure among the poor; (3) to build a new relationship with poor parents based upon an understanding of parental attitudes; (4) to avoid negative stereotypes toward children; and (5) to change schools and social systems in order to assist poor students in their educational efforts towards social mobility. (LP)

ED 344 729 RC 018 646

Barker, Bruce O.; Bannon, James
The Hawaii Teleschool: An Evaluation of Distance Learning for Advanced Placement Calculus Instruction in "Paradise."
PUB DATE- Mar 92
NOTE- 20p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (6th, Salt Lake City, UT, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Calculus; Distance Education; High Schools; *Program Evaluation; Rural Areas; Rural Schools; *Student Attitudes; *Teacher Student Relationship; *Telecourses
IDENTIFIERS- *Hawaii Interactive Television System

This paper describes the Hawaii Interactive Television System (HITS) program and provides an evaluation of the first year of broadcasts for the advanced placement (AP) calculus course. HITS allows two-way video-audio interaction among origination sites, but the configuration used by the Department of Education for its Teleschool program is the one-way video pattern with audio interaction through a telephone bridge. The purpose of the Teleschool is to deliver televised courses to schools that have low student enrollments in the targeted courses or are unable to secure a qualified teacher for the course. Eleven schools in both rural and urban locations participated in the first year AP calculus broadcasts. Most sites received class broadcasts live, but some schools showed videotapes of the class to enrolled students. Site coordinators and students were able to contact the Teleschool teacher through a toll-free number at his home during nonbroadcast hours. Results of a questionnaire survey of school principals, site coordinators, and students at each of the AP calculus Teleschool sites include: (1) students and site coordinators were particularly positive about the TV teacher's instructional ability; (2) school principals reported problems with transmission and with fitting the HITS class into the schedule;

Workshops
IDENTIFIERS- *Austin Independent School District TX

The Elementary and Secondary Education Act (ESEA) Title II was a 12-month project for the improvement of mathematics and science teaching in grades pre-kindergarten through 12 for the Austin Independent School District comprising approximately 2,400 elementary and secondary mathematics and science teachers. This document includes: (1) an executive summary and an evaluation summary of the project; (2) evaluations by both the participants and the facilitators of the staff development workshops which acquainted teachers with the latest improvements in instructional techniques and materials in elementary and secondary mathematics and science; (3) the evaluation of the secondary mathematics graduate course by the participants; (4) an evaluation summary of the instructional materials; (5) an evaluation of the professional meetings for mathematics and science teachers; (6) an evaluation of the scope and sequence writing for secondary science teachers with examples; and (7) descriptions of project activities summarized for elementary mathematics, elementary science, elementary gifted and talented, secondary mathematics, and secondary science. (JJK)

ED 344 748 SE 052 543

Webb, Noreen M.; And Others
Mathematical Problem-Solving Processes and Performance: Translation among Symbolic Representations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Algebra; *Cognitive Processes; Distance; High Schools; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Problem Solving; *Symbols (Mathematics); Thinking Skills; *Word Problems (Mathematics)
IDENTIFIERS- Mathematics Education Research; *Representations (Mathematics); Simultaneous Equations

A study of 29 students enrolled in Algebra II in an 8-week summer instructional program for minority students was conducted to reveal the skills that students have in translating among representational forms in mathematics problems where the representational form is varied in the given problem and in the required form of the answer. All students were Black or Hispanic and most were about to enter grade 11. The relationship between the kinds of translation used in instruction and students' problem solving processes and performance is also investigated. Students were presented with problems from two topics: solving simultaneous equations in two unknowns and distance-rate-time relationships. Problem sets were developed that varied the symbolic form of the problem as given (words in a story problem, graph, diagram, algebra) and of the response required (words, graph, diagram, algebra). Results of the study led to four implications. First, presenting students with only conventional symbolic representations of problems allows students to memorize algorithms for identified problem types, and is likely to give a limited picture of students' mathematical problem solving abilities. Second, it is possible to understand students' difficulties in translating among symbolic representations by

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aviation Education; Classroom Environment; Curriculum Guides; Energy; Foreign Countries; *Grade 8; Heat; Junior High Schools; Plants (Botany); *Process Education; Science Activities; Science Fairs; Science Instruction; *Scientific Concepts; *Secondary School Science; Student Attitudes
IDENTIFIERS- Cells (Biology); Concept Maps; Discrepant Events (Science); Manitoba; *Scope and Sequence

This guide is one of a set of 10 science guides, each covering a separate grade in Manitoba, together covering kindergarten through grade 9. The guides have been designed to provide a framework for building scientific concepts and developing the learning of process skills. They replace an earlier set of guides dated 1979. Each guide is essentially the same through the first 16 pages, after which the core units vary appropriately for each academic level. Three themes and units within those themes which are carried through the K-4 program include: (1) environmental interdependency and interaction--cells and organ systems/plants and the environment (grade 8); (2) matter and energy--heat/alternative energy forms/flight (grade 8); and (3) earth, time and space--(grade 8). development: K-9; (3) science processes development: problem solving, K-9; (4) objectives and concepts for STS interactions; (5) K-9 STS content; (6) uses of computers in science; (7) safety in science; (8) women in science; (9) science fairs; (10) basic equipment lists for grades 5-9; (11) directions for using the microscope; and (12) a copy of the response questionnaire for the K-9 program of studies. (KR)

ED 344 768 SE 052 733

Science: Grade 9. Interim Guide.
PUB DATE- 91
NOTE- 167p.; For other individual guides, Kindergarten through Grade 8, see SE 052 724-732.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Animals; Chemical Reactions; Curriculum Guides; Earth Science; Force; Foreign Countries; *Grade 9; Heredity; Junior High Schools; Motion; Plants (Botany); *Process Education; Reproduction (Biology); Science Activities; Science Fairs; Science Instruction; *Scientific Concepts; *Secondary School Science; Student Attitudes
IDENTIFIERS- Concept Maps; Discrepant Events (Science); Manitoba; Scope and Sequence

This guide is one of a set of 10 science guides, each covering a separate grade in Manitoba, together covering kindergarten through grade 9. The guides have been designed to provide a framework for building scientific concepts and developing the learning of process skills. They replace an earlier set of guides dated 1979. Each guide is essentially the same through the first 16 pages, after which the core units vary appropriately for each academic level. Three themes and units within those themes which are carried through the K-4 program include: (1) environmental interdependency and interaction--reproduction and heredity/plant and animal interactions (grade

508.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Aesthetic Education; Art Education; Class Activities; *Constitutional History; *Cultural Background; *Cultural Education; Ecology; Economics; Elementary Secondary Education; *Folk Culture; Geography; Geography Instruction; Humanities; Instructional Materials; Literature; Local History; *Music; Music Education; Natural Resources; Science Education; Social Studies; Songs; Transportation; United States History
IDENTIFIERS- *Rivers; *United States Constitution

Celebrating the strength of the land is the goal of this volume containing songs, bibliographies, teaching ideas, book and song reviews, and indexes for free materials. The first issue containing songs about the U.S. Constitution illuminates the vision of freedom, and the struggle for it. Visualizing the spirit of the Constitution and explaining the concept of rights and the ongoing struggle to defend them are ways that the people's songs may be most meaningfully used. Issue numbers Two and Three contain the great river songs that illustrate the diverse ways in which rivers contributed to the growth of the country. Every aspect of teaching can be made more vital by studying the history of rivers. The second issue emphasizes economic life, transportation, the historical approach, exploration, settlement and urbanization, politics and Native Americans. The third issue explores ecology, natural resources, wildlife and science, aesthetics, recreation, literature, folklore and the arts, and the dimensions of human tragedy in the struggle and use of rivers. (SM)

ED 344 785 SO 018 436

Scott, John A., Ed; Seidman, Laurence I., Ed.
Folksong in the Classroom. Volume VI. 1985-86.
PUB DATE- 86
NOTE- 107p.; For related documents, see SO 018 434 and ED 273 504-508.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ballads; Class Activities; Cultural Activities; *Cultural Background; *Cultural Education; Cultural Enrichment; Elementary Secondary Education; Farmers; *Folk Culture; Humanities; Instructional Materials; Literature; Local History; *Music Education; Rail Transportation; Social Studies; Songs; United States History
IDENTIFIERS- New Guinea

As this nation's settlers and immigrants built homes, railroads, and plowed the fields, they told their story through songs and ballads. Transmitting this cultural heritage is the goal of this volume containing songs, bibliographies, teaching ideas, and record and book reviews. These three issues focus on the songs of the railroads, the farmers, and the cultural ties with Europe. The history of the country unfolds through the songs of the railroad which is the focus of the first issue. Despite the importance of farmers in building this country and in creating our heritage, they have become forgotten men and women. The second issue is dedicated to the theme of farmers in our history. In particular the focus is on farmers of the midwest with such songs as "Skip to My Lou" and "Little Old Sod Shanty." The cultural ties with Europe are depicted in issue settled permanently in Europe, and there has been a mass influx of political refugees from the Asian countries. The paper suggests that immigration is not the sole explanation. The rise in intolerance is occurring at a time when the European countries are undergoing crises in urban development, education, culture, and economics. The changing ethnic composition of Europe is surveyed as are the forces that help to maintain cultural identities and those that are useful in changing cultural identities. In order to confront the needs of an ethnically diverse continent, the CDCC has proposed three main lines of thrust for educational and cultural systems: (1) the cognitive knowledge to be transmitted; (2) the abilities or skills to be fostered; and (3) a number of educational models to which prominence should be given. The report also discusses some of the many projects the CDCC has undertaken to combat intolerance and highlights the thinking emerging from the CDCC work. In this regard, four specific areas are discussed: the revision of history teaching, media education, teaching and intercultural education, and education in human rights and democratic values. One hundred and ten endnotes are listed and a selected bibliography of texts and studies on human rights education in schools is included. (DB)

ED 344 804 SO 021 724

Guenther, John
Using the Newspaper in Secondary Social Studies.
PUB DATE- 91
NOTE- 94p.; For related documents, see SO 021 726.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; *Current Events; Curriculum Development; Educational Philosophy; Learning Strategies; *Newspapers; Secondary Education; *Social Studies; *Teaching Methods

The major goal of social studies education is to provide students with the skills and knowledge essential for effective participation in society. As a supplement to more traditional social studies material, newspapers can help students make the connection between the classroom and real life. The social studies activities suggested in this guide use the newspaper as the major resource. They are organized by content area and many promote problem solving, conflict resolution, and analytical skills. There are 97 general social science activities that are considered basic to effective citizenship. History activities require students to consider the records of past events as well as the potential historical significance of current events. Government activities help students relate government classes to the world outside the classroom. There are 102 economic activities and 46 geographic activities that address basic concepts and skills. Some lessons require worksheets which are provide at the end of the document. (KM)

ED 344 805 SO 021 726

Cowan, Marlene Stone
History of the Newspaper in Education Program.
PUB DATE- 78
NOTE- 61p.; For related documents, see SO 021 724.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-

Program for Your School. Technical Assistance Bulletin No. 6.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 92
NOTE- 6p.; For related documents, see SO 022 048-050.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Community Programs; Crime Prevention; Drug Abuse; Elementary Secondary Education; *High Risk Students; *Illegal Drug Use; Parent Participation; Program Design; *Program Development; Role of Education; *Social Problems

This bulletin contends that before a school can implement an effective program for fighting drug abuse it must first examine a series of questions: What do we mean by "abuse"? What characterizes young people at risk for this dangerous behavioral pattern? Do we distinguish between drug "abuse" and drug "use"? Does the "Just Say NO!" message work? And if it does, are all young people equally affected by it? It is also important to distinguish between drug experimentation and drug abuse. A number of risk factors are identified for children that are likely to predispose them to future drug abuse; these include: family management problems; early antisocial behavior; academic underachievement; alienation, rebelliousness, and lack of social bonding to society; antisocial behavior in early adolescence; friends who use drugs; and early first use of drugs. There is a consensus among experts that a prevention strategy targeted at high risk youth should involve a strong balance between family, community, and school. The message of an effective prevention strategy involves teaching and reinforcing prosocial values through action. Other effective prevention strategies involve providing high risk or drug abusing young people with skill training, alternative activities, therapeutic counseling, and peer support. An annotated list of seven publications on drug prevention programs is included. (DB)

ED 344 826   SO 022 050

Rider-Hankins, Peg
Juvenile Correction Education: A Review of Current Literature. Technical Assistance Bulletin No. 7.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 92
NOTE- 6p.; For related documents, see SO 022 048-049.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Development; *Correctional Education; *Correctional Rehabilitation; Educational Objectives; Elementary Secondary Education; *Juvenile Justice; Law Enforcement; *Law Related Education; Special Needs Students; Teaching Methods; Youth Problems

This bulletin reports the results of a review of research about the educational process used in detention and training schools to identify elements that would assist in adapting law-related

NOTE- 115p.; For selected individual papers, see SP 033 707-710.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Environment; Decision Making; *Educational Change; Educational Philosophy; Elementary Secondary Education; *Employer Employee Relationship; Faculty College Relationship; Higher Education; Liberal Arts; Models; Multicultural Education; *Power Structure; *Preservice Teacher Education; Self Concept; *Teacher Improvement; Teacher Student Relationship; Urban Schools
IDENTIFIERS- *Empowerment; Knowledge Base for Teaching; Professional Development Schools

The 13 papers contained in this document represent a selection of presentations from a national forum on teacher education which addressed empowerment and professionalization of teachers. The papers are: (1) "Imagining Preservice Teachers" (Alison Brennan, M. Serra Goethals, Rose Howard); (2) "Corsini 4R Schools Empower Teachers" (Paul Clark); (3) "Teacher Empowerment: An Unanticipated Benefit from a Clinical Schools Approach to Teacher Education" (Edgar Epperly, Nicholas Preus); (4) "Captive Leaders: Problems of Classroom Authority and Institutional Power in Teaching" (Susan Florio-Ruane); (5) "Educational Philosophy and Teacher Empowerment" (Maxine Greene); (6) "Teacher Empowerment Begins with the College of Education" (Patti Horn) (7) "Empowering Teachers: How the Teacher Education Programs Contribute to Professional Status, Knowledge, and Decision Making" (Donnie Lawrence); (8) "Throwing a Little Acid on the Teaching Profession" (Joseph McDonald); (9) "Empowerment for Teachers in Multicultural Schools: Inviting the Teaching-Learning Exchange" (Charlotte Reed, Mary Diez); (10) "Parodox and Paradigm: University Leadership and Teacher Empowerment" (Kenneth Schuler); (11) "Teacher Empowerment and Administrator Training: Adversarial or Collegial Notions" (James Smith); (12) "The Foxfire Approach and Teacher Empowerment: Partnerships with Small Colleges" (Sharon Teets); and (13) "Alienation as the Conceptual Foundation for Incorporating Teacher Empowerment into the Teacher Education Knowledge Base" (Michael Vavrus). (SM)

ED 344 848 SP 033 707

Epperly, Edgar W.; Preus, Nicholas
Teacher Empowerment: An Unanticipated Benefit from a Clinical Schools Approach to Teacher Education.
PUB DATE- Jun 89
NOTE- 12p.; In: Proceedings of the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (3rd, Indianapolis, IN, June 2-4, 1989); see SP 033 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Elementary Secondary Education; Higher Education; *Methods Courses; Preservice Teacher Education; *Self Esteem; Student Teachers; *Student Teaching; *Teacher Improvement; Teaching Experience
IDENTIFIERS- *Empowerment; Luther College IA; *Professional Development Schools

In this paper, Luther College and the Decorah (Iowa) Public Schools suggest that a clinical model for field experience offers a better approach to the problem of teacher empowerment.

uses in the classroom. (15 references) (LL)

ED 344 865 SP 033 758

Oliver, Wendy, Ed.
Dance in Higher Education. Focus on Dance XII.
PUB DATE- 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- Adult Learning; *College Faculty; *College Students; *Curriculum Development; *Dance Education; Higher Education; *Program Improvement; *Teacher Education Programs; Teaching Methods
IDENTIFIERS- *Choreography; Historical Background

This monograph opens with an historical overview of dance in higher education from 1887-1991 and then focuses on issues for the 1990s. The publication is divided into five sections: (1) "Current Perspectives: Overviews of the Field" discusses what constitutes an appropriate dance education at the college level; (2) "Teacher Education" calls for program improvement, consistency among technical, conceptual and pedagogical knowledge, the need for a discipline-based approach to teaching dance, incorporation of African-American dance history into the curriculum, and integration among the arts in order to promote better understanding of dance competition; (3) "College/Adult Beginners" addresses strategies for studio classes based on principles of learning, introduces self-teaching into technique classes, describes the challenges in working with adult-beginner ballet students, and talks about an experience in which a university community became involved in dance; (4) "Teaching Choreography" takes an historical view of the dichotomy between process and craft; and (5) "Faculty Issues" focuses on the problems of tenure and promotion, presents a survey on dance administrators, and discusses mentoring among dance faculty. The document contains 18 papers. (LL)

ED 344 866 SP 033 761

Jones, M. Gail; Vesilind, Elizabeth
Changes in Student Teacher-Pupil Interactions: Cognitive Restructuring or Paralysis?
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Cognitive Restructuring; Higher Education; *Interaction Process Analysis; Intermediate Grades; Junior High Schools; Middle Schools; Preservice Teacher Education; Skill Development; *Student Teachers; *Student Teaching; Teacher Behavior; *Teacher Student Relationship; *Teaching Skills
IDENTIFIERS- Brophy Good Dyadic Interaction Coding System

The student teaching field experience has proven to be one of the most critical components of teacher preparation programs, and yet little is known about how pedagogical skills develop during this period. The purpose of this exploratory study was to examine student teachers' classroom interactions over the course of a 10-week student teaching experience to determine if interactions changed over time. Increases in student-centered

Community Countries: a summary of basic requirements. (LL)

ED 344 886 SP 033 807

Byrne, Barbara M.
Investigating Causal Links to Burnout for Elementary, Intermediate, and Secondary Teachers.
PUB DATE- Apr 92
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; Causal Models; Classroom Environment; Decision Making; *Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Locus of Control; Role Perception; *Secondary School Teachers; Self Esteem; *Stress Variables; *Teacher Burnout; *Teaching Conditions; Teaching Load
IDENTIFIERS- Maslach Burnout Inventory; Teacher Support Groups

This study was conducted to identify the most salient organizational and personality factors contributing to burnout for elementary, intermediate, and secondary teachers; and to determine the pattern of causal predominance linking these stressors to burnout for each teacher group. Participants in the study, full-time elementary (N=599), intermediate (N=203), and (N=715) secondary teachers, responded to a series of questionnaires including the Maslach Burnout Inventory. An hypothesized model of burnout, based on replicated findings from the literature, was tested separately for each group of teachers using the analysis of covariance structures. Findings were consistent across groups in revealing the potency of role conflict, work overload, classroom climate, decision-making, and peer support as the primary organizational determinants of teacher burnout. Findings also emphasized the key positions held by self-esteem and external locus of control as important mediators of teacher burnout. Findings related to causal structure among the emotional exhaustion, depersonalization, and personal accomplishment facets of burnout make it clear that interpretation of burnout as a unidimensional construct is not meaningful. (LL)

ED 344 887 SP 033 809

Kleinfeld, Judith
Can Cases Carry Pedagogical Content Knowledge? Yes, But We've Got Signs of a "Matthew Effect."
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English Instruction; *English Teacher Education; Graduate Students; Higher Education; High Schools; High School Students; *Knowledge Level; *Literature Appreciation; *Methods Courses; Secondary Education; Teacher Education Programs; *Teaching Methods; Teaching Models
IDENTIFIERS- *Case Method (Teaching Technique); Content Learning; *Expert Novice Problem Solving; Hamlet; Pedagogic Drama;

little valid information for questions of interest in most educational research, use and misuse of such tests remain common for a variety of reasons. Researchers should be encouraged to minimize statistical significance tests and to state expectations for quantitative results as critical effect sizes. There is a 58-item list of references. (SLD)

ED 344 906 TM 018 227

Moore, William P.
Testing Perceptions, Practices, and Malpractice: The Impact [illegible] Teachers of Court-Ordered Achievement Testing in a Desegregation Setting.
PUB DATE- Apr 92
NOTE- 58p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Decision Making; Educational Practices; *Elementary School Teachers; Grade 3; Grade 4; Grade 5; Intermediate Grades; Mail Surveys; Primary Education; Questionnaires; *School Desegregation; School Districts; *Teacher Attitudes; Test Coaching; Testing Problems; Test Results; *Test Use
IDENTIFIERS- *Iowa Tests of Basic Skills; *Mandated Tests; Teacher Assessment Practices Questionnaire

Teacher testing-related attitudes and practices were explored in the context of court-ordered achievement testing in a school district engaged in desegregation. Responses to a mail survey (the Teacher Assessment Practices Questionnaire) from 79 teachers (grades 3, 4, and 5) across 13 elementary schools in a midwestern urban district suggest that teachers engage in a large number of test preparation practices preceding mandated Iowa Tests of Basic Skills (ITBS) testing and use resulting test information for curricular and instructional decision making. Most teachers, however, report that the results of ITBS testing do not provide benefits that offset the time and costs associated with testing. Teachers also report having experienced pressure from others, inside and outside the school, to improve students' ITBS scores. Engagement in inappropriate, and at times unethical, testing practices was found to be substantially greater than had previously been reported. Unexpectedly, engagement in testing malpractice was found to be unrelated to the intensity of teachers' perceived pressure to improve test scores. Teachers who perceive greater value or benefit related to testing are less likely to engage in inappropriate testing practices. Thirteen tables present study findings, and there is a 24-item list of references. (Author/SLD)

ED 344 907 TM 018 229

Merkel-Keller, Claudia
Hands-On Assessment: Beyond the Pencil and Paper in Vocational Education.
PUB DATE- Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

ED 344 924 TM 018 256

Goldman, Bert A.; Mitchell, David F.
Directories of Unpublished Experimental Mental Measures: The Uncovering of an Unlimited Reservoir of Potential Research.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Science Research; Classification; *Cognitive Tests; *Directories; Educational History; *Experiments; *Information Dissemination; Literature Reviews; *Material Development; Research Projects; Social Science Research; Test Construction
IDENTIFIERS- Directories of Unpublished Experiment Mental Meas; *Unpublished Materials

The development of the "Directories of Unpublished Experimental Mental Measures" is traced. Two decades ago, the senior author of this research began the compilation of a list of non-standardized experimental test instruments developed by behavioral and social sciences researchers. Making this information available was intended to help researchers in need of tests, and to keep them from reinventing the wheel. Volume 1 of the "Directories" was a pilot study to determine the feasibility of the project. Using a 22-category system to classify tests and an exhaustive keyword subject index, Volume 1 was published in 1974, containing 339 non-standardized and unpublished experimental test instruments. Volume 2 was published in 1978 with an additional 695 instruments from an expanded list of research journals. Volume 3 was published in 1982 and contained 561 experimental tests gleaned from the 1973 issues of 46 journals. Volume 4 was published in 1985 to cover tests described in the 1974-80 issues of 46 professional journals. Volume 5, published in 1990, contained tests from the 1981-85 issues of 37 journals. Volume 6 is currently being compiled to assist researchers by providing a reservoir of research topics and stimulating further research on various topics. There is a five-item list of references. (SLD)

ED 344 925 TM 018 259

Brown, Dave F.
Altering Curricula through State Testing: Perceptions of Teachers and Principals.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Curriculum Development; Educational Change; *Elementary School Teachers; Grade 5; Grade 6; Intermediate Grades; Interviews; *Principals; *State Programs; Surveys; *Teacher Attitudes; Teaching Methods; Test Coaching; *Testing Programs; Test Results
IDENTIFIERS- *Mandated Tests; Teaching to the Test; Testing Effects

Educators' perceptions of the effects of state mandated testing on instructional practices and curricular decisions were studied. An ethnographic interview study was conducted with 30

PUB TYPE- Reference Materials - Bibliographies (131),Journal Articles (080)
DESCRIPTORS- *American Indian Languages; Annotated Bibliographies; *Contrastive Linguistics; Grammar; Nouns; *Structural Analysis (Linguistics); Uncommonly Taught Languages; Verbs; Vocabulary
IDENTIFIERS- Tanoan Languages

Approximately 90 citations are included in this annotated bibliography on the Kiowa-Tanoan languages: Kiowa (Oklahoma) and Tiwa, Tewa, and Towa (New Mexico and Arizona). Both published and unpublished works are included. Among the sources are the following publications: American Anthropologist; Anthropological Linguistics; Bulletin of the Bureau of American Ethnology; Annual Report of the Bureau of American Ethnology; Proceedings of the Annual Meeting of the Berkeley Linguistics Society; International Journal of American Linguistics; and Studies in Linguistics. (LB)

ED 344 485 FL 020 319

Tomizawa, Susan
Designing an Intensive English Program for Business People: Curriculum and Courses.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Continuing Education; Course Content; Curriculum Design; *English (Second Language); *English for Special Purposes; Higher Education; Instructional Materials; Outreach Programs; Program Descriptions; *Second Language Learning; State Universities; *Summer Programs
IDENTIFIERS- New York (Buffalo); *State University of New York Buffalo

An International Executive Program for non-native English speakers at the State University of New York, Buffalo, is described. The program is offered to executives, administrators, and students planning to pursue a master's degree in business who need to improve their English language skills. The program is offered jointly by the university's Intensive English Language Institute and the School of Management. Admission requires a Test of English as a Foreign Language (TOEFL) score of 550. Offered only in the summer, the program is divided into a 4-week intensive English component and a 4-week management component. This paper describes how the courses of the English component are designed to provide a broad range of language skills needed for graduate studies and professional careers. The courses include the following: oral communications and reading; listening laboratory; video laboratory; and writing. Extracurricular activities are also offered. Appended is a list of materials used for case studies, for reading, and for functional business English, and English-as-a-Second-Language texts used for the listening laboratory. (LB)

ED 344 486 FL 020 320

Eggly, Susan; Schubiner, Howard
A Course in Speaking Fluency for Foreign Medical Residents in the

ED 344 505 HE 025 391

Syverson, Peter D.
NRC Doctoral Data Indicates Drop in Number of Black Doctorate Recipients Not Uniform across Fields: "Education Effect" Primarily Responsible for Decline in Numbers. Data Sources.
PUB DATE- 90
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Blacks; *Doctoral Degrees; Doctoral Programs; *Educational Trends; Higher Education; *Teacher Educator Education; Trend Analysis

An analysis of data on Black doctoral recipients was done to clarify the actual trends in Black higher education. Examination of data collected by the National Research Council on new doctorate recipients found that certain disciplinary trends skew the overall picture. This analysis found that Black American doctorate recipients are highly concentrated in the education field: 43 percent of Black doctorate recipients were in education. Thus employment and degree trends in this sector could have a disproportionate effect on the numbers of doctoral degrees earned by this group. In fact, a 12 percent drop in educational doctorates earned by Blacks from 1978 to 1988 did occur. When the data on Black doctoral recipients in education is separated out from recipient data in other fields, the remaining figures show that, despite the decline in education degree recipients, Black Americans earning doctoral degrees in other fields remained steady or increased. From 1983 to 1988 the number of Blacks earning doctorates increased in engineering, life sciences, and professional fields, and remained steady in the physical sciences and humanities and declined in the social sciences. (JB)

ED 344 506 HE 025 397

Argyris, Chris; Schon, Donald A.
Theory In Practice: Increasing Professional Effectiveness. A Joint Publication in The Jossey-Bass Higher and Adult Education Series and the Jossey-Bass Management Series.
PUB DATE- 74
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administrator Effectiveness; Educational Change; Higher Education; *Industrial Psychology; Institutional Administration; Models; *Organizational Change; Organizational Effectiveness; Productivity; *Professional Education; Theories; *Theory Practice Relationship

This book presents an approach to professional education and higher education institutional reform based on teaching and research in organizational behavior and professional effectiveness. The work presents a theory of action that aims to enhance human activity, responsibility, self-actualization, learning, and effectiveness. In the first of three sections, chapters 1 and 2, "Theories of Action," and "Evaluating Theories of Action," present several theories-in-use and provide a conceptual framework for evaluating them. In the second section, which concerns action, chapters 3 through 7 information management on a taxographic space model rather than the tree paradigm. The fifth paper is by Robin B. Huntington and is titled "Selecting Tools for Institutional Research". It presents an overview of the kinds of computer software useful in institutional research. The sixth article, "When an Institutional Researcher Needs a Statistical Package - And More" (Merrill R. Pritchett) presents a researcher's description of the benefits of using a statistical software package, SPSS (Statistical Package for the Social Sciences). The final paper is "Staff Attitudes Toward Outcome Assessment" by Martha A. Matlick. It presents the results of a survey of attitudes and preferences toward outcomes assessment of over 400 staff in Maryland's public, undergraduate institutions. (JB)

ED 344 525 HE 025 436

Staats, Sara; And Others
Intent To Get a Degree, Expectations, and Attitude Change.
PUB DATE- Apr 91
NOTE- 19p.; Paper presented at Wright State University (Dayton, OH, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Cognitive Psychology; *College Freshmen; Higher Education; *Intention; *Satisfaction; School Holding Power; *Student Attitudes; *Student Educational Objectives
IDENTIFIERS- Ohio State University

A study was done of college student cognitive satisfactions and perceived assets for getting a college degree as well as their academic intentions. The study population was 74 introductory psychology students, 23 male and 51 female, with the majority being first quarter freshmen at the start of the study. All students completed a questionnaire at the beginning and at the end of the quarter which explored intent measures and satisfaction measures. Points accumulated from the course and enrollment data were tracked. In addition, two experimental groups participated in a training program designed to enhance retention. Results indicated that: (1) intent to get a degree in 4 years is negatively related to total points in class and is a predictor of attrition two quarters later; (2) first quarter freshmen had a decrease in perceived quality of academic life and a decrease in expected grade; (3) broad intent to get a degree is positively related to performance; and (4) intent to get a degree and satisfaction with life were negatively related to class performance. The retention training program did not affect retention two quarters later. The most frequent obstacles to student persistence were money, work, and study habits. The most common assets were good study habits, family and friends, and internal qualities such as intelligence and determination. Reliability and validity measures on other cognitive measures are presented. (19 references) (JB)

ED 344 526 HE 025 437

Literacy and the Role of the University. Selected Papers Presented at a UNESCO International Conference on Education Roundtable (Geneva, Switzerland, September 3-8, 1990).
PUB DATE- 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

for health professionals. Appendices contain a list of participants, working papers and background documents. In addition summaries of the report provided in French, German, and Russian. (GLR)

ED 344 544 HE 025 458

Consultation of WHO Collaborating Centres in Europe (Rome, Italy, September 21-22, 1990). EUR/HFA Targets 36 and 37.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Needs; *Educational Strategies; Foreign Countries; Higher Education; *International Cooperation; *Labor Force Development; Policy Formation; Professional Training; Public Health
IDENTIFIERS- *Europe; *Health For All by the Year 2000; World Health Organization

The findings, conclusions, and recommendations of the Consultation of World Health Organization (WHO) Collaborating Centers in Europe are presented in this report. The consultation was held in accordance with Health for All (HFA) targets 36 ("Planning Education, and Use of All Health Personnel for Health for All") and 37 ("Education of Personnel in Other Sectors To Support Health for All"). The report examines the rate of collaborative centers and presents information provided by these centers on their current status regarding health manpower development. A general discussion section of the report reveals that there was general agreement on the need for an adequate geographic distribution of centers that would reflect the nature of the European Region, and discusses the need for an educational policy document. Also reported are the developments surrounding the creation of a European Master's Degree in Public Health. The report ends with a list of 14 recommendations and conclusions. An appendix provides a list of participants. (GLR)

ED 344 545 HE 025 459

Manning, Kenneth R., Ed.
MIT: Shaping the Future.
PUB DATE- 91
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Preparation; Educational Trends; Essays; Fuel Consumption; Futures (of Society); Higher Education; Industry; *Institutional Mission; International Education; Linguistics; *Relevance (Education); *Research Projects; Research Universities; School Community Relationship; *School Role; Technological Advancement
IDENTIFIERS- *Massachusetts Institute of Technology

This book provides 16 essays by faculty and staff of the Massachusetts Institute of Technology (MIT) concerning what MIT is like today and offering a guide to its possible future. Emphasis is placed on local, national, and global issues, providing a current sampling of the state of concerns and opinions around MIT. Topics include the question of whether technology does in fact shape the future; the relationship between technical and liberal education; the Institute's role in exploring options for such societal issues as productivity

State University of New York: Faculty Utilization. Are Faculty Workloads Reasonable and Cost Effective?
PUB DATE- 3 Apr 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Cost Effectiveness; Costs; *Educational Finance; Expenditure per Student; Faculty College Relationship; *Faculty Workload; Higher Education; *Institutional Evaluation; Instructional Student Costs; Productivity; Salary Wage Differentials
IDENTIFIERS- *State University of New York

A study was done of State University of New York (SUNY) faculty workloads in relation to administration efforts to deploy faculty in efficient and effective ways. Also evaluated were methods for ensuring that faculty are productive and minimum class enrollments. The study was conducted in accordance with generally accepted government auditing standards and focused specifically on procedures for overseeing faculty activities, monitoring faculty deployment, and monitoring class size. The audit found that administration had not taken appropriate action to determine whether faculty members were preforming efficiently, that many SUNY campuses lacked formal courseload standards, and did ont require their faculty to complete annual performance plans and accomplishment summaries. In addition, as compared to a nationally prescribed course load standard of 9 to 12 hours in the classroom per week, in the Fall 1988 semester, 22 percent of SUNY's full-time faculty spent fewer than nine hours a week in the classroom. Examination of student/teacher ratios found wide variance from campus to campus and that these variances were neither monitored nor evaluated by SUNY Central Administration. In addition, most campuses were found to have no formal minimum enrollment standards. Tables and figures illustrate the report. An appendix contains the comments of SUNY officials who disagreed with the observations. (JB)

ED 344 564 IR 015 282

Hodson, James, Comp.
The National Research and Education Network (NREN): A Bibliography.
PUB DATE- Sep 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Networks; *Databases; Federal Legislation; Hearings; Higher Education; Information Technology; Library Automation; Microcomputers; National Programs; Online Systems; *Telecommunications
IDENTIFIERS- *National Research and Education Network

This bibliography brings together sources, through August 1991, on the National Research and Education Network (NREN) and related topics, including computer networks, databases, information technology, library automation, microcomputers, and online systems. Where possible, a brief biographical note on the author is included, and most of the entries are annotated. The list is alphabetical by author, and a source index citing the entry number follows the bibliography. The 255 references are taken from such publications as "Academic Computing," "The Chronicle of Higher Education," "Computerworld," "EDUCOM

Based on ideas and suggestions shared at many workshops run by the Community Resource Centre Training Project, this guide presents information on and guidelines for developing a community resource center for use by persons who want to start a resource center but don't know how to go about it. Written in response to the desperate need for access to information and to educational resources for poor and disenfranchised communities in South Africa, the guide is presented as a first person account of the activities of members of a committee doing the research for and going through the development and planning process for a hypothetical community program committed to lifelong learning. Seven chapters focus on: (1) types of resource centers; (2) public and school libraries; (3) planning a resource center; (4) finding an office, collecting donation, and making the center a community event; (5) funding and financial matters; (6) employing staff, collecting and arranging resources; and (7) celebration of achievement. A glossary and a list of resource organizations by type of center and by geographical area/city are appended. (DB)

ED 344 582   IR 015 535

Williams, Richard; And Others
Technologies for Teaching.
PUB DATE- 91
NOTE- 153p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiotape Recordings; Audiovisual Instruction; Chalkboards; *Educational Technology; Elementary Secondary Education; Facsimile Transmission; Microcomputers; Overhead Projectors; Projection Equipment; *Teaching Methods; Teleconferencing; Telephone Instruction; User Satisfaction (Information); Video Equipment

This manual discusses the latest (and some not so recent) educational technologies used in classrooms, provides instructions for using them, and offers suggestions as to how they might be used more effectively. The following technologies are included: printed word, black and white chalkboards, overhead projectors, telephone instruction, facsimile transmission, audiotape recordings, 35mm slide projectors, 16mm projectors, video equipment, microcomputers, and video conferencing. Included in each discussion is a description of the equipment, suggested presentation techniques, and advantages and disadvantages of the medium. Diagrams and references are provided throughout the document, and a glossary of terms is attached. (DB)

ED 344 583   IR 015 538

Curriculum Guidelines for Accreditation of Educational Computing and Technology Programs. A Folio Preparation Manual.
PUB DATE- Jan 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

States, the National Library of Canada, Selected American State Archives and Libraries.
SPONS. AGENCY- National Archives and Records Administration, Washington, DC.
PUB DATE- 90
NOTE- 53p.; Requirements of the CIDS Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; *Depository Libraries; *Government Publications; *Library Administration; Library Collection Development; Library Collections; Library Personnel; Preservation; Questionnaires; Reference Services; *State Libraries; Surveys
IDENTIFIERS- *National Archives DC; *National Library of Canada; State Archives

This report, written for a National Archives Staff training program, presents the results of a survey which sought information about the administration of the government documents sections of the National Library of Canada, the National Archives of the United States, and 12 selected American state archives and state libraries. The survey gathered information about the nature and size of the government document collections (including their weeding and collection development policies), staffing, types of reference services offered, photocopying policies, and preservation methods. Historical information about the first Congressional acts and resolutions that provided for the printing and distribution of government documents is also given. The following materials are appended: (1) Reference Request forms from the Center for Legislative Archives and the National Archives of the United States; (2) Reference Contact Sheet from the National Library of Canada; (3) the survey instrument; and (4) survey data tables comparing the percentages of accretions, reference response times, and types of finding aids for government publications among the libraries and archives surveyed. (14 references) (MAB)

ED 344 602 IR 054 006

Scheppke, Jim, Comp.; And Others.
Directory and Statistics of Oregon Libraries 1991.
PUB DATE- Feb 92
NOTE- 293p.; For the 1990 report, see ED 330 370.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Annual Reports; Higher Education; Interlibrary Loans; Library Circulation; *Library Expenditures; *Library Materials; *Library Personnel; *Library Services; *Library Statistics; Public Libraries; Special Libraries; State Surveys; Tables (Data)
IDENTIFIERS- *Oregon

This directory and statistical information report provides data on 217 public libraries in Oregon, 64 academic libraries, and 172 special libraries within the state, as well as information on the Oregon State Library profiling each library within its appropriate type. Each of the four sections provides directory information (e..g, the library's address, telephone number, contact librarian, and, if appropriate, the fax number) and section of the report presents data on community college capital projects financed through a local authority or bank, and through the state public school building authority. (JSP)

ED 344 621 JC 920 185

Raisman, Neal A.
The DeFacto State of General Education in Michigan Community Colleges.
SPONS. AGENCY- Council of North Central Community and Junior Colleges.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Courses; College Programs; Community Colleges; *Courses; Educational Objectives; *General Education; *Relevance (Education); Remedial Instruction; *Role of Education; *State Norms; State Surveys; Tables (Data); Two Year Colleges; Vocational Education
IDENTIFIERS- *Michigan

A study was conducted of the fall 1989 course offerings at Michigan's 29 community colleges in order to determine the de facto condition of general education within community colleges. Modeled after the basic approach taken by the Center for the Study of Community Colleges (Los Angeles, California), course offerings were divided into the following five categories: general education; career education; remedial/developmental studies; physical education; and personal growth/community service. General education offerings were further broken down into major curricular areas, disciplines, and subdisciplines. Results indicated that out of the 22,931 course sections offered, 7,006 (30.55%) were in non-remedial general education areas, while the preponderance of offerings (i.e., 12,488 sections or 54.4%) were in career education. Of all general education courses, those in mathematics (n=1,901) and composition (n=1,770) were by far the most common in every school as well as statewide, accounting for 42.8% of the total. Of the 38 disciplines represented in the state's general education offerings, 24 provided only seven or fewer advanced or major concentration courses, while 13 disciplines offered no advanced courses at all. Three disciplines (i.e., political science, mathematics, and psychology) provided 55% of all sequential offerings. Conclusions, based on Michigan findings and other recent research, included the following: (1) community colleges may well be primarily career education institutions; (2) the low number of sequential course offerings may encourage community college students to transfer from the two-year institution as soon as feasible; and (3) community colleges are providing for breadth, but not depth in general education and liberal arts areas. (JMC)

ED 344 622 JC 920 188

Seens, Paul
College of New Caledonia Three Year Plan, 1991-1994.
PUB DATE- 91
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Environment; *College Planning; College

ED 344 638   JC 920 208

Horan, J. Michael
Community Colleges: Key to Vietnam Era GI Bill Shortfall.
PUB DATE- Jan 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *College Students; Community Colleges; Dropouts; Educational Attainment; *Enrollment Influences; *Financial Problems; Higher Education; Student Educational Objectives; Student Financial Aid; Two Year Colleges; *Veterans Education; *Vietnam Veterans; *Vietnam War

The Vietnam Era GI Bill was clearly influenced by the social and educational success of World War II veterans, but also reflected the policy objectives of equity and access of the 1960's. A 1987 monograph by the U.S. Department of Veterans Affairs reported that 60% of all Vietnam Era veterans received some training benefit from the GI Bill, but the survey did not address the percentage who finished their training. Other research, in fact, suggests that participation in postsecondary education using the GI Bill is problematic for Vietnam veterans, and that, despite high motivation, many veterans had a more difficult time realizing their educational goals than did veterans of previous wars. Reasons may include the following: (1) the ambiguous nature of the Vietnam War was not conducive to developing stable and mature adults, and difficult psychological and social adjustments were required of veterans returning to a critical American society; (2) the nature of combat in Vietnam led to an incidence of Post Traumatic Stress Disorder (PTSD) estimated at 15.2% of all male theater veterans; and (3) Vietnam veterans received about 50% less in relative benefits than World War II veterans, forcing Vietnam veterans to work while attending college. A recent study of 1,006 Vietnam veterans found that financial constraints were the primary reason that veterans decided not to attend college on the GI Bill or discontinued their enrollment before graduation. Of those who attended college, only 47% completed their educational goals, with minority veterans and veterans with PTSD achieving their goals at even lower rates. Now that the Vietnam Era GI Bill has expired, community colleges represent the best hope for a third chance at education for Vietnam veterans, who need the caring expertise of community colleges more than ever. (AC)

ED 344 639   JC 920 209

Stahl, Virginia V.; Pavel, D. Michael
Assessing the Bean and Metzner Model with Community College Student Data.
PUB DATE- 21 Apr 92
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (73rd, San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Community Colleges; *Models; Predictive Validity; *Predictor Variables; *Research

and statutory foundations of plant surveys in the Florida community college system. Section 4 contains an overview of the college, including a historical prospective and CJC's mission statement. Section 5 presents an analysis of CJC's student population, including enrollment and projections, while section 6 focuses on programs, services, and facility needs, offering detailed tables showing programs and their space needs. In section 7, an inventory of existing sites and facilities is provided, including a table of existing satisfactory student stations and space by facility. Section 8 contains the recommended plan for housing programs, students, and services in the coming five years. Section 9 analyzes capital outlay finances, including revenue sources for capital outlay. Finally, section 10 offers recommendations for educational plants, site improvement, remodeling, renovation, and new construction, and provides standard collegewide recommendations. The plan recommends $18,408,583 worth of work during the five-year period between 1992 and 1997. (JMC)

ED 344 655 JC 920 229

The Employer's Guide to Career Counseling Services of the California Community Colleges.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 92
NOTE- 130p.; Project supported by Vocational Education Act of 1984 funds (Title II, Part B), PL 98-524.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Change; *Career Counseling; *Career Guidance; *Community Colleges; Directories; Interest Inventories; Job Search Methods; Job Training; Resource Materials; Retraining; Two Year Colleges; Vocational Adjustment; Vocational Education; Vocational Interests
IDENTIFIERS- *California Community Colleges

California's 107 community colleges offer more than 300 different career and vocational education programs and enroll approximately 1.5 million students annually. Each college employs experienced career counselors and maintains an extensive battery of career assessment tools and materials. Developed to assist California employers in meeting their career counseling and job training/retraining needs, this guide details career counseling options and provides a comprehensive directory of services available from every community college in the state. The guide is organized into two major sections. The first section, "Using the Career Counseling Services," explains how to use the guide and how to arrange statewide contracts for services; provides an overview of community colleges; underscores the importance of career counseling, outlining its processes and goals; reviews the career counseling and guidance services available (i.e., personal counseling, employee assessment, vocational planning, job seeking skills development, information on labor market trends, job development/job placement, and small business development); and presents a series of questions designed to help employers evaluate services offered. This section concludes with brief case studies describing how three employers have used specific services at community colleges. The second section, "College Profiles," contains a directory of career counseling services to adequate public health services, prenatal care, or drug treatment. As for the call for a return to orphanages, it is maintained that long-term institutionalization in childhood leads to recurrent problems in later life. It is noted that a return to orphanages would be in clear violation of Public Law 96-272, the federal Adoption Assistance and Child Welfare Act of 1980. Contains 48 references. (LB)

ED 344 673   PS 020 486

Toomey, Derek
Working with Pre-School Teachers and Parents To Improve the Emergent Literacy Competence of Four Year Olds in a Disadvantaged Locality.
PUB DATE- Apr 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; Foreign Countries; Parent Participation; *Parents as Teachers; *Prereading Experience; Preschool Children; Preschool Education; Preschool Teachers; Program Descriptions; *Reading Aloud to Others; *Reading Readiness; Reading Tests; Teacher Role
IDENTIFIERS- Australia; *Emergent Literacy

The influence of informal literacy learning during the preschool years was studied. Preschool teachers in 4 low-income areas read to their classes regularly in an effort to make students enthusiastic about reading. Teachers were also asked to visit families in particular need of help. Three books were sent home with each child twice a week, and parents were asked to read to their children. The study sample included an experimental group of 55 families and a comparison group of 36 families. Results were measured using the Sulzby test of emergent literacy development as a pre- and posttest, tests of word and letter recognition, other measures of literary competence, and mothers' reports of literacy development. In addition, each child's mother was interviewed about the literacy environment of the home before the project began. The experimental group scored significantly higher than the control group on the Sulzby posttest and the performance tests of early literacy competence. When combined, factors such as family literacy environment, the child's interest in reading and writing, parental illiteracy, ethnicity, socioeconomic status, and the child's initial literacy competence did not make a significant contribution to performance on the Sulzby posttest. It was recommended that schools make a direct approach to families early in the child's school career if signs of potential reading problems appear. (AC)

ED 344 674   PS 020 487

Caring for Our Children. National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 92
NOTE- 447p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Appended materials include a list of workshop participants and the workshop schedule. (BC)

ED 344 691 PS 020 513

Jambor, Tom
A Perspective on U.S. Playground Safety Standards and Children's Play Needs.
PUB DATE- 27 Sep 91
NOTE- 5p.; Paper presented at the International Association for the Child's Right To Play Symposium (Evanston, IL, September 27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Childhood Needs; *Children; Legal Responsibility; *Play; *Playgrounds
IDENTIFIERS- *Child Safety

Advocates of children's right to play are caught between the need to provide developmentally appropriate and challenging places for play and restrictions that result from fears of liability. It may be that implementation of the suggestions of research on playground safety has resulted in the creation of playgrounds that are colorful, cute, and costly, but do not complement children's developmental needs. When children find a playground unchallenging and boring, they may seek out risk and challenge elsewhere. Usually the prospects of negative consequences of play are enhanced in these other places. It is the responsibility of children's protectors and caregivers to provide places for play that are both safe and developmentally appropriate. (BC)

ED 344 692 PS 020 518

Hom, Harry L., Jr.; And Others
Developmental Conceptions of Ability and Praise in Sport.
PUB DATE- Apr 91
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Age Differences; *Athletes; Athletics; *Children; Elementary Secondary Education; *Sex Differences
IDENTIFIERS- *Athletic Ability; *Praise

This study investigated children's reasoning about the relationship between praise and ability in an athletic activity. Three groups of young athletes were studied: boys between the ages of 7 and 11, and girls and boys between the ages of 14 and 18. Children read a scenario in which two athletes achieved the same score in an athletic activity. One of the athletes received praise and the other did not. Children were asked to report on the ability of the athletes. Results indicated that older, but not younger, children believed the praised athlete had less ability than the athlete who was not praised. These results were consistent with the results of previous studies on judgments about the relationship between praise and ability in classroom situations. Results also indicated that older male subjects reported that they would citations and abstracts of studies, articles, and reports on rural communities. Topics include: (1) the relationship of drug abuse to crime; (2) indicators of rural youth drug abuse; (3) familial factors; (4) prevention programs; (5) sources of drug and alcohol information; (6) drinking and driving; (7) smokeless tobacco use; and (8) Native American youth and alcohol. The final page contains a list of groups, organizations, and programs that deal with the issue of drug and alcohol abuse. Names, addresses, phone numbers, and a contact person are also listed. (KS)

ED 344 711 RC 018 591

Strohmenger, C. Todd; Lanham, Berma A.
Manual for ERIC Awareness Workshop.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 91
NOTE- 74p.; Video available through ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleson, WV 25325.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Information; *Bibliographic Databases; *Information Centers; *Information Retrieval; Information Sources; Optical Data Disks; Reference Materials; Research Tools; *Teacher Workshops
IDENTIFIERS- *ERIC

This manual, designed to be used with a video tape, provides information for conducting a workshop to familiarize educators with the Educational Resources Information Center (ERIC). Objectives of the workshop include: (1) to develop an understanding of the contents and structure of the ERIC database; (2) to develop an understanding of ERIC as a valuable tool for local school staff; (3) to develop an initial understanding of search procedures; and (4) to motivate participants to become users of ERIC. The workshop is designed to take about 1 hour and 15 minutes, but could be modified for shorter periods of time. The first section of the workshop consists of a 12-minute video demonstrating how teachers and students use the ERIC database. In the second section, the presenter reviews the handouts, which introduce the ERIC database and the papercopy publications. Participants are led through a brief search of the database to understand how the database is organized. This section also explains the functions of the ERIC clearinghouses and the services they provide. The final section of the workshop includes demonstrations of ERIC searches on CD-ROM (compact disc, read-only memory). (LP)

ED 344 712 RC 018 592

Steiger, Neil; Kleinfeld, Judith, Ed.
On a White Horse. Teaching Cases in Cross-Cultural Education No. 8.
PUB DATE- 91
NOTE- 41p.; "Neil Steiger" is a pseudonym.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

(3) students and site coordinators most frequently criticized the lack of teacher-student interaction; and (4) over 90 percent of the students said they preferred a traditional classroom. (KS)

ED 344 730 SE 051 969

Fishbein, Harold D.; And Others
Some Factors Influencing Performance in a Psychological Statistics Course.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Mathematics; Higher Education; Homework; Introductory Courses; *Mathematics Achievement; Mathematics Education; *Motivation; Pretests Posttests; Prior Learning; Social Influences; *Statistics; Student Motivation; *Thinking Skills

The two purposes of this study were: (1) to determine the extent to which previous knowledge, on-going motivation and current social support influence performance in a college introductory statistics courses; and (2) to identify the thought processes used in statistics learning by students who preform well and perform well and poorly, respectively, in the course. The subjects were all 30 students enrolled in an introductory statistics course required for psychology majors. They were assessed in the following ways: a single pretest covering arithmetic and algebraic skills; a weekly questionnaire dealing with in-class friendships and study habits; bi-weekly laboratory sessions for statistics learning, using "think aloud" procedures; weekly homework assignments for which the answers were in back of the book; and midterm and final examinations. The pretest and homework performance accounted for 64% of the variance in examination scores. The 8 best and 8 worst examination performers showed similar thought processes in the laboratory. The results also suggest that previous mathematics ability may have motivational effects. Students with higher mathematical ability attend class more often, spend less time doing homework, and work more quickly and accurately than students with low ability. (KR)

ED 344 731 SE 052 179

Verstappen, Piet
Easier Theorized Than Done: Five Papers on the Systematic Cooperation between Theory and Practice.
PUB DATE- Jun 91
NOTE- 118p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Methods; *Educational Practices; *Educational Principles; Educational Theories; Elementary Secondary Education; Mathematics Education; Mathematics Instruction; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Mathematics Education Research

This book is a compilation of five papers presented at conferences between the years 1984 and 1990 on the integration of theory and practice in mathematics education. An systematically varying the symbolic form of problem and response required. Third, using alternative symbolic forms of the required response may be an effective way to measure students' conceptual understanding of mathematics. Fourth, the kinds of translation between symbolic forms covered during instruction did not seem to play a major role. (MDH)

ED 344 749 SE 052 557

Starting Today: A Guide to Improving Texas Mathematics Programs for the 1990s.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - General (140)
DESCRIPTORS- *Curriculum Development; Educational Assessment; Educational Improvement; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Tests; *Program Descriptions; *State Programs
IDENTIFIERS- *Texas

In the midst of national education reform and in line with efforts to describe national standards for school mathematics, Texas is taking an aggressive role in reforming mathematics in the public schools. Ways that Texas schools, the Texas Education Agency, and the State Board of Education are addressing the dramatically changing needs of mathematically literate citizens for the 21st century are described. This document includes: (1) the rationale and purpose behind the new directions for school mathematics programs in Texas; (2) the schedule of adoption and implementation for revised essential elements for the catalog of Texas school mathematics courses; (3) the schedule for state adoption of textbooks by school mathematics course; (4) the pertinent evolutionary aspects of the three phases of the statewide assessment programs; (5) the objectives of the current statewide assessment program, the Texas Assessment of Academic Skills (TAAS); (6) a listing of strategies proposed for the improvement of students' performance on the TAAS; (7) an outline of the staff development program to support the ongoing changes in the mathematics essential elements, textbooks, and testing programs; and (8) a discussion of the requirements for teacher empowerment and curriculum development that are deemed necessary for successful improvement efforts at the classroom level. (JJK)

ED 344 750 SE 052 590

Gordon, Myles
What Is the "Geometric Supposer" a Case of? Reports and Papers in Progress. Report No. 90-5.
PUB DATE- Dec 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Development; Cognitive Processes; *Computer Assisted Instruction; Computers; Computer Software; Computer Uses in Education; Concept Formation; Discovery Learning; Elementary Secondary Education; Geometric Concepts; *Geometry; *Learning Processes; Mathematics Education; *Mathematics Instruction; Problem Solving; Proof (Mathematics); Student Attitudes; Student Behavior; Teacher Attitudes; Teacher

9); (2) matter and energy--force, work and motion/chemical interactions (grade 9); and (3) earth, time and space--the changing earth's crust (grade 9). Appendices include: (1) K-9 program overview; (2) science processes development: K-9; (3) science processes development: problem solving, K-9; (4) objectives and concepts for STS interactions; (5) K-9 STS content; (6) uses of computers in science; (7) safety in science; (8) women in science; (9) science fairs; (10) basic equipment lists for grades 5-9; (11) directions for using the microscope; and (12) a copy of the response questionnaire for the K-9 program of studies. (KR)

ED 344 769 SE 052 776

Ahtee, Maija, Ed.; And Others
Criteria, Methods and Implications. Proceedings of the International Symposium on the Evaluation of Physics Education (Helsinki, Finland, June 25-29, 1990). Research Report 96.
PUB DATE- 91
NOTE- 220p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Development; Cognitive Style; Computer Assisted Instruction; Concept Formation; Demonstrations (Educational); Educational Change; Electricity; Elementary Secondary Education; Energy; Epistemology; *Evaluation; *Foreign Countries; Graphs; Higher Education; Integrated Curriculum; Interdisciplinary Approach; Manipulative Materials; Misconceptions; Motion; *Physics; Problem Solving; Program Descriptions; Quantum Mechanics; Satellites (Aerospace); *Science Curriculum; Science Education; *Science Instruction; Scientific Concepts; Student Evaluation of Teacher Performance; Summer Schools; Textbook Evaluation
IDENTIFIERS- Finland

The main purpose of this symposium was to find new ideas and resources for the evaluation and improvement of physics education on all levels. The papers included in this document are entitled: (1) "Quality of Physics Teaching Through Building Models and Advancing Research Skills"; (2) "Evaluation of Physics Education in Terms of Its Long Term Effects"; (3) "The Physical-Mathematical Classes and Summer School on Physics at Moscow Institute of Physics and Technology"; (4) "Evaluation and Qualification of Physics Education: Reform in Danish Secondary Schools"; (5) "Aims and Goals of Physics Teaching on Personal Level"; (6) Physics Teacher Evaluation by Students: A Report on 10 Years of Experience at the University of Innsbruck"; (7) "Problem Solving as a Probe for Examining the Epistemological Obstacles in the Understanding of Physics"; (8) "Coupling of Physical Situation to Graphical Representation"; (9) "Use of Stroboscopic and Videocamera in Studying Two-Dimensional Motion"; (10) "Electricity Concepts in Primary School"; (11) "On the Integrality of Orbital Angular Momentum Quantum Numbers"; (12) "On the Teaching of the Concept of Energy at the Upper Secondary School"; (13) "An Analysis of Exercises in Finnish Secondary School Physics Textbooks"; (14) "The Microcomputer in the Laboratory: Contributions to Conceptual Development"; (15) "New Computer Demonstrations in Physics Teaching"; (16) "Satellites in Education and Training in Europe and North America"; (17) "The Minerva Project and the Teaching of Physics"; (18) "Empirica--A Program for Data Acquisition and Analysis in Science Teaching and Its Pedagogical Applications"; (19) "Three Computer Programs for Junior High School"; (20) "The Application of Physics in three through the ancient ballads that stand at the threshold of modern U.S. history and literature. These ballads are differentiated from other songs in our tradition because they tell a story. The vast majority of the old ballads were created and sustained by an oral tradition. Issue number Three also contains a colonial history social studies/music project and folksongs from Papua, New Guinea. (SM)

ED 344 786 SO 019 652

Van Buren, Maurie
Heritage Education Lesson Plans and Slide Presentations .
PUB DATE- 86
NOTE- 111p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architectural Character; Class Activities; Curriculum Enrichment; Elementary Secondary Education; Higher Education; *Housing; Instructional Materials; *Place of Residence; Social Studies; *Structural Elements (Construction); United States History; Units of Study
IDENTIFIERS- *Heritage Education; United States (Southeast)

Field tested in 27 schools and in grades four through twelve, this teaching unit stresses heritage education through the study of southern U.S. architectural styles for homes from the pioneer log structures to the 1950s ranch home. Each of the four lessons in this unit focuses around a slide presentation of 20 slides designed to fit into one 50-minute class period and is keyed to a teacher's narrative and a list of terms. The slides are reproduced on the narrative so the teacher can correctly identify the architectural conventions and styles that are presented. The four lessons are entitled "Pioneer Home", "White Columns," "Victorian Era," and "20th Century Homes." The lessons include the objectives, procedures for reinforcing the knowledge learned through the slide presentations, and "Visual Survey Forms" of hand-drawn architectural conventions and styles to be issued prior to the lesson. This unit also provides: (1) objectives, thinking skills, and basic concepts for heritage education; (2) how to use heritage education across the curriculum; (3) the purpose of historical architectural styles as a teaching tool; and (4) a 5-item bibliography. (DJC)

ED 344 787 SO 020 368

White, Charles, Ed.
Lawyers in the Classroom. Bar/School Partnership Programs Series.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 85
NOTE- 9p.; For related documents, see EJ 335 155, and SO 020 369-378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Class Activities; Classroom Communication; Curriculum Enrichment; Elementary Secondary

of-the-art Materials (070)
DESCRIPTORS- *Current Events; *Curriculum Development; *Educational History; *Educational Philosophy; Elementary Secondary Education; Integrated Activities; *Newspapers; Political Science; Social Studies; Teaching Methods; *World Affairs
IDENTIFIERS- National Education Association; Newspaper In Education Program

The idea of using newspapers in education is not a new one; in fact, recorded references go back as far as the 1890s. During the first half of the 20th century educators and newspaper people increased the awareness of how current materials could maintain an important place in the school curriculum. Influential publications during this period included Reginald S. Kimball's book, "Current Events Instruction" (1929); "The Newspaper in the Classroom" (1939) by Luvella K. and Alfred Reschke; and reports by the National Education Association (NEA) and the New York Times. By the mid-1950s educators and newspaper personnel sensed the need for a systematic study of how the newspapers were being utilized in the classrooms. C. Ken Jefferson and the International Circulation Managers, among others, took on this responsibility, which resulted in a set of inservice education workshops for teachers entitled, "The Newspaper in the Classrooms of a Free Society." During the 1960s and 1970s, the workshop program expanded steadily and in 1961 its administration was assumed by the American Newspaper Publishers Association (ANPA), which continued to promote newspaper education by sponsoring conferences, workshops, and evaluation materials. One of ANPA's projects, a three-year survey, begun in 1977 and called the "Newspaper Readership Project," marked the first combined effort on a national and local level to work with researchers to learn What is needed to create effective newspapers that could both satisfy readers in the 20th century and prepare for the 21st century. This paper includes 105 footnotes. An essay describing the history of the Maryland newspaper in education program, also by Marlene Stone Cowan, is attached). (KM)

ED 344 806 SO 021 727

Hammer, Petra
Guitar Scales in Music Notation and Tablature Diagrams.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Fine Arts; High Schools; High School Students; Music Activities; *Musical Instruments; Music Appreciation; *Music Education; *Music Reading; *Music Theory
IDENTIFIERS- Guitars; Segovia (Andreas)

This study guide was designed to help high school students learn the basic skills in classical guitar playing, technique, fingerboard knowledge, and musicianship. The introduction describes how to read the music notation that is presented in traditional music form and also in tablature diagrams showing finger positioning in the guitar neck. Guidelines are provided for the Segovia scale patterns and right hand fingering. The remainder of the document diagrams the various scales and corresponding fingering positions in ascending and descending order. (KM)

ED 344 807 SO 021 755

education (LRE) materials and strategies to juvenile justice settings. Findings and recommendations are summarized according to the following categories: goals and purposes, correctional education settings, teacher characteristics, student characteristics, educationally handicapped students, correctional education models, teaching approaches, transition back to the community, habilitation, cognitive skill development, and the role of law related education. (DB)

ED 344 827 SO 022 058

African Social Studies Program-2, 1990-91. A Master's Degree Program for African Social Studies Leaders. Final Report.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- Sep 91
NOTE- 275p.; For part 1, see ED 343 817.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Influences; Culture Contact; Developing Nations; *Foreign Students; Graduate Students; Higher Education; Intercultural Programs; *International Education; International Educational Exchange; *Masters Programs; *Social Studies; Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Africa; Africans; Indiana University; *Social Studies Teachers

Eight social studies educators from various African countries completed their masters degrees in education from the Indiana University School of Education during the 1990-91 school year. This report describes the program, including the selection process, the master of science in education program, specialized courses, social studies organizations, personnel, support services, textbooks, computer literacy, academic success, and closing ceremonies. Issues relating to acculturation are discussed and feature the topics setting, orientation, liaisons, housing, stipend, participant income tax, Moore Foundation Grant, transportation, health, health insurance, field trips, international center, African Student Association, religion, friendships, informal group gatherings, re-entry session, and departure period. An evaluation of the program is offered and recommendations made. Some 29 appendices concerning various aspects of the program are included. (DB)

ED 344 828 SO 022 157

Junior High Instrumental Music: Wind-Percussion Strings. Curriculum Guide.
PUB DATE- 88
NOTE- 247p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Enrichment Activities; Evaluation Methods; Foreign Countries; Junior High Schools; *Musical Instruments; *Music Education; Secondary School Students; *Teaching Methods
IDENTIFIERS- Alberta; Percussion Instruments; Wind Instruments

This curriculum guide outlines a secondary music program for Alberta, Canada, that aims: (1) to develop skills in listening, performing, and using notation; (2) to encourage students to strive for musical excellence; (3) to enable students to appreciate music; (4) to foster self-expression and creativity;

The model, which shifts instructional methods and student teaching to a public school that consciously identifies itself as a teacher training institution, enhances both the inservice and preservice teacher's sense of empowerment in two ways. First, it directly empowers exceptional secondary or elementary teachers by paying them to translate their experience with and knowledge of classroom teaching into curriculum content for the undergraduate teacher candidate. Second, it provides novice teachers with role models from the ranks of secondary and elementary teachers. Luther College's clinical semester, designed to increase the relevance of methods and clinical experience, results in enhancement of the participating teachers' self-esteem while presenting novices with a role model of an active professional teacher. The paper describes the successful secondary program, initiated in 1987, and discusses the proposed elementary program. It examines teacher empowerment issues resulting from the program, suggesting that the clinical aspect effectively enhances both the undergraduates' and clinical teachers' sense of empowerment. (SM)

ED 344 849   SP 033 708

Greene, Maxine
Educational Philosophy and Teacher Empowerment.
PUB DATE- Jun 89
NOTE- 13p.; In: Proceedings of the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (3rd, Indianapolis, IN, June 2-4, 1989); see SP 033 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; *Cultural Pluralism; Developmental Stages; Elementary Secondary Education; *Epistemology; Existentialism; *Foundations of Education; General Education; Higher Education; *Liberal Arts; Moral Values; Preservice Teacher Education; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- Dewey (John); *Teacher Empowerment

The paper examines the relationship between teacher empowerment and educational philosophy, noting questions regarding the corporate and technological demands on schools as well as questions about liberal education, cultural literacy, pluralism, perspectivism, and multiplicity. It stresses the importance of teachers reflecting on their work in order to have freedom in relation to what they do. The paper suggests an educational philosophy that says too little about lived experience and relationships, and whose standpoint is too constricted. Teachers confronting their own helplessness under the weight of bureaucratic supervision and control may ask themselves about their sense of being manipulated from without, wondering what it signifies in their vision of education. They must consider whether, in their powerlessness, they intend to teach for communities of the competent or communities of citizens. They must ask whether they can think relationally and be connected in a social world. Teachers willing to confront the questions that philosophy poses rather than simply remake the familiar are likely to become explorers and interpreters rather than transmitters of received ideas. Through their teaching, they can create a sense of authorship in the world. Teachers are always confronted with moral and ethical situations which require them to decide what is good and right interaction patterns could reflect the development of routines and automaticity that have been associated with expert teaching. Middle school student teachers (N=15) were observed for 6 weeks with the Brophy-Good Teacher-Child Dyadic Observation System. Frequencies of interactions were obtained, and patterns across three time periods were analyzed. Results of the study revealed significant differences across the three time periods: A U-shaped development pattern emerged for eight of nine variables: the interaction frequencies were lower in the middle of student teaching than during the beginning and ending periods. Possible explanations for the developmental pattern of the data are explored through discussion of three cognitive phenomena: cognitive restructuring, episodic growth, and paralysis of action. (Author/LL)

ED 344 867 SP 033 762

Runyan, Charles Kent
Empowering Beginning Teachers through Developmental Induction.
PUB DATE- Nov 91
NOTE- 14p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Collegiality; *Developmental Programs; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Mentors; Needs Assessment; Participative Decision Making; Personal Autonomy; Professional Autonomy; *Teacher Improvement
IDENTIFIERS- Collaborative Teaching; *Self Empowerment

Empowering teacher induction programs are developmental in nature and generally have similar philosophical orientations. They identify and meet the instructional, non-instructional, and empowerment needs of novice teachers. Induction programs that empower include the following elements: development of personal strengths and ideas; defined rationales and goals; provision of continuous year-long support aimed at breaking down isolation and building cooperation, collaboration, and collegiality; and efforts to increase the beginning teacher's knowledge base, through such means as special inservice, networking, peer coaching, and mentoring. Such induction programs utilize a wide variety of personnel, materials, instruments, and activities designed to identify and address the personal and professional needs of beginning teachers. They allow the beginning teacher to take risks by developing creative teaching ideas and new personalized ways of making a difference with students, and they motivate the beginning teacher to control his/her own professional growth through participatory decision making activities. Empowering induction holds that by giving voice to the professional ideas and concerns of beginning teachers, the profession will be dignified, humanized, and equipped to develop committed professionals who will have an effective influence on students. (LL)

ED 344 868 SP 033 764

Heinemann, Harry; And Others
Effects of Using Early Pre-Service Field Experiences in Urban Settings To Prepare Teachers To Meet the Challenges of Teaching in Multicultural Urban Schools.
PUB DATE- 6 Mar 92

Shakespeare (William)

Teacher educators have come to appreciate that the teaching of difficult subjects combines knowledge of content and knowledge of generic teaching methods. A study was conducted, therefore, to explore the potential of cases to carry pedagogical content knowledge. A case was developed describing how an expert teacher goes about teaching "Hamlet" to diverse high school students. The case was taught to two groups of methods students (N=35) enrolled in a graduate level certification program. Originally, data indicated that the study was a failure. Many students were unenthusiastic about studying Shakespeare in a methods course. But further data analysis indicated significant development in education students' understanding of students' problems in reading Shakespeare and of purposes and issues in teaching a literary classic. Most students transferred their understandings to the teaching of other literary classics. The results also suggest that students need prior subject background to benefit from cases of pedagogical content knowledge. This case was developed in serial form. The classic Part A--Problem; Part B--Appraisal format of the Harvard Business School cases is appended. (LL)

ED 344 888 SP 033 810

Willerman, Marvin; And Others
Teachers Helping Teachers: Peer Observation and Assistance.
PUB DATE- 91
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Action Research; *Classroom Observation Techniques; Early Childhood Education; Elementary School Teachers; Elementary Secondary Education; Feedback; *Helping Relationship; Inservice Teacher Education; Instruction; Intellectual Disciplines; *Peer Evaluation; Secondary School Teachers; *Teacher Improvement; *Teaching Experience
IDENTIFIERS- *Peer Coaching; *Peer Supervision

This book, a research-based text, describes peer observation and assistance (POA), a method designed to isolate behaviors and skills shown to raise student achievement levels and the process by which teachers can help their peers improve performance in these areas. The volume is organized into 10 chapters: (1) Teachers Helping Teachers: The Foundations of Peer Observation and Assistance; (2) Phases and Variations of POA; (3) Low Inferential Observation Techniques: Seating Charts and Student Time-At-Task Behavior; (4) Low Inferential Observation Techniques: Teacher Expectations; (5) Medium Inferential Observation Techniques: Personal Interest, Cues, Feedback, Advance Organizers, and Cooperative Learning; (6) High Inferential Observation Techniques: Anecdotal Recording, Audio- and Videotapes, Verbatim Transcripts, and Selected Verbatim Notetaking; (7) High Inferential Observation Techniques: Assessing Classroom Morale; (8) Feedback and Postconferences; (9) Action Research; (10) Epilogue. Four appendixes complete the volume: Meta-Analysis; The Upper School Classroom Inventory Desired Form, the Upper School Classroom Inventory Real Form, and Their Scoring; The My Class Inventory Preferred Short Form, the My Class Inventory Actual Short Form, and Their Scoring; and five tables. (LL)

ED 344 889 SP 033 811

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Standards; Accountability; *Educational Assessment; Educational Improvement; Evaluation Criteria; Federal Legislation; High Schools; *Minimum Competency Testing; *Occupational Tests; Program Evaluation; Secondary Education; State Standards; Student Evaluation; Systems Development; Test Selection; Test Use; *Vocational Education

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Direct Assessment; *New Jersey; Occupational Competency Project NJ; Standard Setting

New Jersey has taken steps to improve vocational education programs and services in response to two state reports and the measurement and evaluation requirements of the reauthorized Carl D. Perkins Vocational and Applied Technology Act of 1990 (P.L. 101-392). Among state initiatives is the Occupational Competency Project, a study of 100 occupations with high anticipated annual job openings. Competency tests (performance standards) generated through this project will be the basis for the measurement of performance, and tests will be developed or identified to determine how well vocational education projects are preparing individuals for employment. Federal guidelines for the development of such an accountability system are being incorporated into a state and local standards and measures system with the following components: (1) identification of measures (learning and labor market); (2) development of lists of skills/competencies; (3) development of assessment strategies; (4) standard setting; (5) assessment of students; and (6) evaluation. An Occupation Competency Panel will prepare recommendations for the statewide occupational competency assessment program. One flowchart and an outline of potential measures and standards are included. An appendix contains a suggested management plan (including requirements under statutory authority, tasks, status, and timelines) for development of an evaluation system that meets the intent of the Perkins Act. (SLD)

ED 344 908 TM 018 230

Sikka, Anjoo; And Others

Combining Qualitative and Quantitative Data: An Example.

PUB DATE- Nov 91

NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (20th, Lexington, KY, November 12-15, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; *Classroom Techniques; *Deaf Blind; Holistic Evaluation; Induction; Inservice Teacher Education; Job Satisfaction; Longitudinal Studies; Psychological Characteristics; *Qualitative Research; *Research Methodology; Secondary Education; *Special Education; Teacher Attitudes; Teacher Student Relationship; *Teaching Methods; Vocational Interests

IDENTIFIERS- Empirical Research; Time Series Analysis

Methodology from an ongoing research study to validate teaching techniques for deaf and blind students provides an example of the ways that several types of quantitative and qualitative data can be combined in analysis. Four teacher and student pairs were selected. The students were between 14 and 21 years old, had both auditory and visual impairments, and were mainstreamed. The teachers, who had no formal training and fifth- and sixth-grade teachers and 12 principals from Illinois, New York, and Tennessee. Forty-one of the 42 respondents agreed to have their interviews audiotaped. Schools in each state represented a variety of enrollments from low to high socioeconomic status and varied minority composition. Teachers generally agreed that reading and mathematics sections of the state mandated tests assessed skills that more closely matched their curricula than did sections on language arts, science, or social studies. Teachers also reported altering the scope and sequence of the curriculum and eliminating concepts that were not covered on state tests. Participants also reported reluctance to use innovative instructional strategies and reported reliance on traditional instructional measures in the belief that these strategies would better prepare students for state tests. An overriding theme was the reported time constraints imposed by the pressure associated with assuring successful student performance. There is a 21-item list of references. (SLD)

ED 344 926 TM 018 261

Schumacker, Randall E.
Goodness of Fit Criteria in Structural Equation Models.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; Comparative Analysis; Equations (Mathematics); Estimation (Mathematics); *Evaluation Criteria; Evaluation Methods; *Goodness of Fit; *Mathematical Models; Multivariate Analysis; Research Methodology; *Structural Equation Models
IDENTIFIERS- *Maximum Internal Correlation Coefficient

Several goodness of fit (GOF) criteria have been developed to assist the researcher in interpreting structural equation models. However, the determination of GOF for structural equation models is not as straightforward as that for other statistical approaches in multivariate procedures. The four GOF criteria used across the commonly used statistical packages are: (1) chi square; (2) GOF; (3) adjusted GOF; and (4) root mean square residual. Two other approaches are the Tucker-Lewis Index (1973) and the Normed Fit Index (1980). Other measures that provide model comparisons are the normed chi-square, the parsimonious fit index, and the Akaike Information Criterion. A new measure of model fit, the maximum internal correlation coefficient, is proposed as a GOF criterion in structural equation models. This approach offers another test of model fit. Model testing is suggested for effectiveness and functionality of the specified variable relationships. Two tables summarize GOF criteria, and there is a 32-item list of references. (SLD)

ED 344 927 TM 018 264

Bradley, Jama L.; And Others
Sharing Assessment Data: An Example from a National Professional Association.
SPONS. AGENCY- National Intramural-Recreational Sports Association.
PUB DATE- Apr 92

United States.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Eastern Michigan University on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; Course Descriptions; *Cultural Awareness; *English (Second Language); *English for Special Purposes; *Foreign Medical Graduates; Graduate Medical Students; Higher Education; *Language Fluency; Medical Services; Physicians; *Pronunciation; Second Language Learning; State Universities
IDENTIFIERS- Wayne State University MI

A graduate level course offered to foreign medical graduates (FMGs) at Wayne State University in Michigan was developed after a needs assessment indicated the desirability of improving the speaking fluency, pronunciation, and cultural understanding of FMGs. It was found that weaknesses in those areas, which are not assessed in the Test of English as a Foreign Language (TOEFL) exam, can result in graduates gaining admittance to an American medical residency program in which they are unable to participate fully, in which they may perceive differences in treatment, and that can result in the inadequate medical treatment for patients. The course has three objectives: pronunciation, speaking in a medical context, and cultural issues related to physician-patient relationships. Methods by which each objective is taught are discussed. The following recommendations are offered: (1) departmental or self-selection may be more useful than the SPEAK test in identifying participants; (2) the course should be offered for one semester as early as possible during the first year of the training program; (3) it should be integrated into the residency program as much as possible to avoid scheduling complications; and (4) more research is needed on the relationship between FMGs and their colleagues and patients. (LB)

ED 344 487 FL 020 350

Lubell, Alfred M.
International Business and Foreign Language Study: A Model for Cooperation.
PUB DATE- Apr 91
NOTE- 33p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991). Best copy available. This document may not reproduce well due to broken print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; *Cooperative Planning; Degree Requirements; Department Heads; Graduate Study; Higher Education; Intellectual Disciplines; *Interdisciplinary Approach; *International Communication; Majors (Students); Masters Programs; Models; *Second Language Learning; State Universities; Study Abroad
IDENTIFIERS- State University of New York Coll at Oneonta

Steps in the development of a major in International Studies at the State University of New York at Oneonta is described.

relate specific theories-in-use to effectiveness and learning in human interaction. Their titles are "Diagnosing Theories-in-Use," "Model I," "Model II" (a model of theories-in-use that is free of the dysfunctionalities of Model I), "Transition from Model I to Model II," and "Learning Model-II Behavior." The final section, on practice, indicates how the theories developed here can be used to reform professional education. It contains three chapters: "Issues in Professional Education," "Implications for Professional Competence and Practice," and "Redesigning Professional Education." Included are notes, an index and 51 references. (JB)

ED 344 507 HE 025 404

Educational Plant Survey: Florida Atlantic University, Developmental Research School. November 12-15, 1991.
PUB DATE- Nov 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Building Design; *Educational Facilities; Educational Facilities Improvement; *Educational Facilities Planning; Enrollment Trends; Expenditures; Higher Education; Long Range Planning; Physical Environment
IDENTIFIERS- *Florida Atlantic University

This report presents findings of the educational plant survey for Florida Atlantic University Developmental Research School conducted in November, 1991. It describes the present school plant and the estimated needs through 1996-1997. Following a preface stating the legislative mandate for the survey and a listing of survey team members, section I introduces the survey with discussions of the definition, purpose, legal basis, and method for making of educational plant surveys. Section II presents the state-wide survey of procedural policies, policies and prerogatives particular to developmental research schools, and a capital outlay classification system. Section III states guidelines for plant development including planning, size, plant design, Florida Inventory of School Houses, and school sites. Section IV contains the list of facilities detailing square feet and utilization capacities for rooms, areas, and facilities in general. Section V offers an analysis of student enrollment trends. Section VI contains financial projections for anticipated state allocations and projected priorities. Section VII contains a description of the school plant and recommendations for repair and improvement. Section VIII contains five tables covering trends in average membership, student housing, costs, and a year-round program. (JB)

ED 344 508 HE 025 405

Bunda, Mary Anne, Ed.
Instructional Exchange. 1991-1992.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Organization; *Classroom Techniques; Course

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Adult Learning; Adult Literacy; Comparative Education; Developing Nations; Educational Policy; Higher Education; *Institutional Role; International Cooperation; Literacy; *Literacy Education; School Community Relationship; *Universities
IDENTIFIERS- Africa; Arab States; Asia; Caribbean; North America; Pacific Region

This publication presents a series of papers on the role of the university world wide in advancing universal literacy. Chapter 1 looks across the Asian and Pacific Region and shows the large regional disparities which exist in addressing literacy issues at the university level. The second chapter describes the magnitude of illiteracy in the Caribbean and the regional character of the University of the West Indies with its strengths and limitations in the expansion of literacy provisions. Chapter 3 provides a critical discussion of the context in which adult literacy is addressed in North America. The fourth chapter contains an account of the great need for universities in the Arab States to address all of the areas in which they might contribute to literacy. The fifth chapter discusses the advances made by African universities in responding to their social service responsibilities as well as periods and instances when literacy has received a low priority. The final two chapters provide personal perspectives on specific literacy related topics. One article reflects on attitudes towards adult learners' writing and its place in the academy, and the other addresses the broader issue of literacy in the university and the international economic order. (JB)

ED 344 527 HE 025 438

Higher Education Opportunity Program Annual Report: 1990-91. HEOP Works.
PUB DATE- 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Blacks; *College Students; *Economically Disadvantaged; *Educationally Disadvantaged; Higher Education; Hispanic Americans; *Minority Groups; *Private Colleges; Program Administration; Program Effectiveness; *Student Financial Aid
IDENTIFIERS- *Higher Education Opportunity Program

This report describes the activities of the Higher Education Opportunity Programs (HEOP) at the independent colleges and universities in New York State for the 1990-91 academic year. HEOP is a program that helps academically and economically disadvantaged students earn college degrees. Highlights of the report include the following: (1) in 1990-91 the state appropriated $20,113,000 to serve disadvantaged students through HEOP in 78 programs at independent colleges and universities in the State; (2) expenditures for the program increased by $10.8 million, 9.7 percent over the previous year; (3) full-time equivalent enrollment increased slightly; (4) of the 7,684 enrollees, 2,310 were freshmen severely economically and educationally disadvantaged with over 92 percent having gross family incomes under $19,700; (5) HEOP served large numbers of students traditionally underrepresented in higher education with African American, Hispanic American and American Indians substantially represented; and (6) the colleges continued to provide structured supportive services, including and pollution; the changing nature of the research library; the proper balance between national and international interests in education and research; and the relationship between MIT and industry. Also included are personal reflections on teaching, on women students at the Institute, on the mission of MIT, and on the possibility of transforming the Institute into a therapeutic community. Other essays discuss recent breakthroughs in linguistics, combustion technology, and the application of system dynamics to precollege education. Papers have the following titles and authors: "Does Technology Shape the Future?" (Rosalind Williams); "Equality of the Sciences at MIT" (Robert K. Weatherall); "Technology and the Liberal Arts" (Ann F. Friedlaender); "Mary, Theresa, and Elizabeth" (Cynthia Griffin Wolff); "Addictions and Recovery at MIT" (Eve Odiorne Sullivan); "A Personal View of Education" (Alan V. Oppenheim); "Leadership through Science and Technology" (Michael L. Dertouzos); "The University as Quality" (Alfred R. Doig, Jr.); "Toward International Education at MIT" (Catherine V. Chvany); "The Research Library in the Information Age" (Jay K. Lucker); "Electronic Organs of the Mind: Language and Computation for the 21st Century" (Robert C. Berwick); "System Dynamics: Adding Structure and Relevance to Precollege Education" (Jay W. Forrester); "Clean Utilization of Fossil Fuels" (Janos M. Beer); "An Environment for Entrepreneurs" (Edward B. Roberts); "MIT and Industry: The Legacy and the Future" (Thomas R. Moebus); "The Bear in the Woods" (Lester C. Thurow). Finally, the book includes, as an appendix, the 1991 inaugural address of MIT president, Charles M. Vest. References follow each essay. (GLR)

ED 344 546 HE 025 460

Sims, Serbrenia J.
Student Outcomes Assessment: A Historical Review and Guide to Program Development.
PUB DATE- Jan 92
NOTE- 168p.; Volume Number 52 in the "Contributions to the Study of Education Series," Grennwood Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Accreditation (Institutions); Accrediting Agencies; Achievement Tests; *College Outcomes Assessment; Educational Assessment; Educational Trends; Higher Education; History; Politics of Education; Program Development; Program Evaluation; School Effectiveness
IDENTIFIERS- Florida; Life Cycle System Management Model; New Jersey; Tennessee

This book provides a brief historical review of outcomes assessment in higher education and a general guide to designing, implementing, and evaluating assessment programs. Chapter 1 provides several definitions of commonly used terms and a review of the major actors and the political context. It identifies factors contributing to the recent push for assessment. Chapter 2 reviews the history of outcomes assessment testing in the United States including landmark studies, several special studies, and a historical review of the development of national achievement tests. Chapter 3 focuses on federal and state initiatives that stimulated the recent surge of student assessment efforts in Florida, Bulletin," "EDUCOM Review," "Library Hi Tech News," "Network World," "PC Week," "Publishers Weekly," "Scientific American," and "Telecommunications." Several congressional hearings are also cited, including those on computer networks and the High Performance Computing Act, as well as those concerning the NREN itself. (DB)

ED 344 565 IR 015 344

Scott, Patrick B., Ed.
Resumenes Analiticos en Education del 0001 al 0230 (Analytic Resumes in Education, from 0001 to 0230).
PUB DATE- 91
NOTE- 274p.; A product of UNM's "Programas Latinoamericanos de Educacion."
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Bibliographic Databases; Computer Networks; *Educational Research; Foreign Countries; Information Networks; International Educational Exchange
IDENTIFIERS- *Latin America

REDUC is a cooperative network of some 23 associated centers in 17 Latin American and Caribbean countries. The REDUC coordinating center is located in Santiago, Chile. REDUC produces a bibliographic database containing analytical summaries (approximately 800 items annually) of the most important research studies and project descriptions in the field of education in the region. This annual bibliography, four issues of which are combined here, is a project of the REDUC center at the University of New Mexico: the "Programmas Latinamericanos de Educacion (LAPE)" within the "Oficina de Cooperacion Technica Internacional (OITEC)." It lists domestic American documents that are concerned with Latin American education. It provides, for the REDUC database, resumes for English language documents produced in the United States that are relevant to REDUC. The 1988 volume contains 36 resumes; the 1989 volume, 71 resumes; the 1990 volume, 61 resumes; and the 1991 volume, 62 resumes. Entries, which are in Spanish except for the original title in English, include the author, place and year of publication, number of pages, methodology, and conclusions. It is noted that most of the items described appear to be theses available from University Microfilms International (UMI). (DB)

ED 344 566 IR 015 432

Holznagel, Donald C.
A Depiction of Distance Education in the Northwest Region.
PUB DATE- Mar 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communications Satellites; *Delivery Systems; *Distance Education; Electronic Mail; Elementary Secondary Education; Higher Education; Microcomputers; *Regional Programs; Staff Development; Statewide Planning; Two Year Colleges; Use Studies
IDENTIFIERS- *United States (Northwest)

This report on the status, prospects, and future implications of distance education in the states of Alaska, Hawaii, Idaho,

(055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Behavioral Objectives; *Computer Literacy; Curriculum Development; Educational Technology; Elementary Secondary Education; Guidelines; Higher Education; *Information Technology; Program Development; Program Evaluation; *Teacher Education Programs; *Technological Literacy
IDENTIFIERS- *National Council for Accreditation of Teacher Educ

The purpose of this report is to provide guidance to teacher education institutions that are developing programs in educational computing and technology to assist them in preparing folios for the National Council for Accreditation of Teacher Education (NCATE) program evaluation. Those institutions with teacher preparation programs resulting in computer and technology literacy endorsement or a master's degree in educational computing and technology leadership that seek NCATE accreditation will, as a precondition to unit accreditation, submit folios to the International Society for Technology in Education (ISTE). This report provides information on the preparation of folios, the process by which folios are evaluated, and instruction, examples, definitions, and explanations that will assist in folio preparation. Guidelines for the Computer and Technology Literacy program and the Educational Computing and Technology Literacy program are also included. Performance objectives are provided in the program descriptions. (44 references) (DB)

ED 344 584 IR 015 541

Educational Technology in the Classroom. Hearing before the Subcommittee on Technology and National Security of the Joint Economic Committee and Subcommittee on Education, Arts and Humanities of the Senate Committee on Labor and Human Resources. Congress of the United States, One Hundred Second Congress, First Session.
PUB DATE- 31 Oct 91
NOTE- 328p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Distance Education; *Educational Change; *Educational Improvement; *Educational Technology; Elementary Secondary Education; Federal Government; *Government Role; Hearings; Information Networks; Local Area Networks; Policy Formation; Telecommunications
IDENTIFIERS- Congress 102nd

The purpose of this hearing was to provide insight into the role of the Federal Government in supporting the development and implementation of the educational technology structure that is needed by elementary and secondary schools. It is argued that what is needed is a broad-based policy agreement about the role that educational technology can play in enhancing student achievement and curriculum development, changing the face of instruction in the classroom, and addressing the challenges of education in the 90s. A brief opening statement by Jeff Bingaman, Chairman of the Subcommittee on Technology and National Security, is followed by statements and, in some cases, submissions for the record, by the following witnesses: (1) Shelly Weinstein, President EDSAT Institute; (2) Jack D. Foster, Cabinet Secretary for Education and the Humanities, Kentucky (statement and report, "Analysis of a Proposal for an Education Satellite"); (3) Donald Ledwig, Corporation for Public Broadcasting (statement and report, "1991 Study of School Uses of Television Video"); (4) Henry J. Cauthen, statistical tables that present data on library services, interlibrary lending, library collections, operating income, expenditures, service hours, attendance, use of volunteers, staffing, programming, and staff salaries. A series of charts and maps indicate the governance of public libraries by county and present an analysis of the public library statistics. This analysis includes the long- and short-term statistical trends of public libraries, sources of Oregon public library operating income in 1990-91, and the "top 20" ranking of public library performance in 1990-91. Special library directory entries also include the library hours and a statement as to whether the library is open to the public or accessible only by appointment, and the Oregon State Library section includes the names, addresses, and dates of term expirations of the state library's board of trustees and state advisory council representatives, as well as a list of Oregon's depository libraries. (MAB)

ED 344 603 IR 054 007

Cumming, Gregory G.
Education and Outreach Programs at the Reagan Library.
SPONS. AGENCY- National Archives and Records Administration, Washington, DC.
PUB DATE- 29 Aug 91
NOTE- 30p.; Research Paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Community Education; Information Dissemination; Library Collections; *Library Services; *Outreach Programs; Presidents of the United States; Public Relations; *Special Libraries
IDENTIFIERS- *Presidential Libraries; Reagan (Ronald)

This exploration of the need and potential for education and outreach programs at the Reagan Library begins by examining factors that make the Reagan library unique, i.e., its proximity to Los Angeles and a small town setting, closeness to the Nixon Library and birthplace, and Ronald Reagan's popularity. It is noted that, since the Reagan Library is the first Presidential Library to have its records administered under the Presidential Library to have (PRA), a tremendous amount of initial time and effort will be focused on the mechanics of document review; it is also noted that the Reagan Library will house the largest collection of presidential papers. It is suggested that the creation of brochures describing the Reagan Library would be an effective means of promoting the outreach programs. Some educational and outreach programs are proposed, including the establishment of a docent program similar to those at other presidential libraries, and the process of becoming a docent, docent training, creating a Reagan Library docent program, and recruiting docents is explained. The paper also describes activities and educational and outreach programs developed at other presidential libraries, and suggests programs designed to reach young school children as well as high school and college students. (22 references) (MAB)

ED 344 604 IR 054 008

Ziemer, Heidi A.
Education Units and Archival Records in the New Information

Role; Community Colleges; *Educational Objectives; *Educational Trends; Enrollment Projections; Foreign Countries; Futures (of Society); Graphs; *Institutional Characteristics; *Long Range Planning; Master Plans; Program Descriptions; Program Implementation; Tables (Data); Trend Analysis; Two Year Colleges
IDENTIFIERS- *College of New Caledonia BC; Environmental Scanning

In 1991, the College of New Caledonia (CNC) (British Columbia, Canada) prepared this 3-year plan representing the college's vision of the future as it attempts to meet the educational needs of the region. Identifying key opportunities open to CNC, this nine-part plan describes CNC's mission, goals, plans, and objectives. Section I provides an introduction, describing CNC's current status, as well as its planning activities and assumptions. In section II, an external environmental scan is presented, covering geography, and trends in population, education, the economy and labor market. This section also outlines activities of the University of Northern British Columbia and the Northern Colleges Consortium. Section III provides an internal environmental scan, offering information on facilities and equipment, internal relationships, inter-institutional cooperation, services to students, funding, human resource development, privatization of training, management information systems, and institutional evaluation implementation. Section IV explores college-wide goals and priorities for each of the areas covered in section III. Section V presents college plans by administrative unit, including academic programs, administration, planning and student records, resource centers, and regional campus operations. In section VI, enrollment projections are provided for current program offerings, university transfers, non-university transfers, and native programming initiatives. After section VII describes CNC's facilities, section VIII considers factors affecting implementation of the plan. Finally, an evaluation and review of the plan is offered in section IX. (JMC)

ED 344 623 JC 920 189

Garrett, Rick L.
A Correlation Study of Selected Characteristics of States and State Community College Systems.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Comparative Analysis; Correlation; Educational Finance; *Expenditure per Student; *Financial Support; *Income; National Norms; National Surveys; Population Distribution; *State Aid; State Colleges; *Teacher Salaries; Technical Institutes; *Tuition; Two Year Colleges

A study was conducted in 1989 to identify some of the differences among state community college systems and to determine whether relationships existed between funding levels and other variations in state or state community college system characteristics. All of the 49 states with a system of publicly supported two-year postsecondary institutions were included (South Dakota, which has no public two-year institutions, was excluded). Five basic relationships were identified: a high percentage of state funding correlated with low student tuition and fee rates; a small state population correlated with fewer numbers of community colleges; a small number of institutions correlated with lower faculty salaries; high per capita income

Methodology; Research Problems; *School Holding Power; *Student Attrition; Two Year Colleges; Two Year College Students

The Bean and Metzner Nontraditional Undergraduate Student Attrition Model appeared to be a good model to address community college student attrition because it takes into account the environmental variables that colleges must consider to enhance persistence. A study was conducted to determine how well the Bean and Metzner Model fit with community college student data and to make theoretically consistent modifications to the model if the fit were weak. Survey data collected from 597 respondents enrolled at an urban community college were analyzed. Variables included age, gender, ethnicity/race, enrollment status, educational goals, high school rank, academic variables (e.g., study habits and absenteeism), environmental variables (e.g., finances, employment, and family responsibilities), grade point average, psychological outcomes (e.g., satisfaction and stress), intent to leave (e.g., plan to re-enroll and transfer difficulty), and dropout. The method used to assess the Bean and Metzner model with these data was structural equation modeling, and statistical procedures were carried out using LISREL and LISCOMP. When the model was found to be a weak fit with community college data, exploratory factor analysis was employed and resulted in identifying a new model, the Community College Retention Model, which was tested with the community college data and further tested on two student subgroups. The Community College Retention Model proved to be a plausible model. (Author/AC)

ED 344 640 JC 920 210

Terzian, Aram L.

Good Practices in Transfer Education: A Report from Two- and Four-Year Collges and Universities.

PUB DATE- Nov 91

NOTE- 8p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)

DESCRIPTORS- Academic Advising; *Articulation (Education); *College Role; College Transfer Students; Community Colleges; Comparative Analysis; Data Collection; Higher Education; National Surveys; Student Personnel Services; Tables (Data); Teacher Role; *Transfer Policy; *Transfer Programs; *Two Year Colleges; *Universities

In 1991, a national survey was conducted of transfer practices at both two- and four-year institutions. The survey was sent for the second time to two-year public and private institutions (n=1,350), and for the first time to four-year institutions (n=1,950). The two-year college response rate was 39% in 1990 and 31% in 1991, while the response rate for four-year institutions was 32%. Transfer practices prevalent in both the 1990 and 1991 two-year college responses were written articulation agreements, transfer counselors, and course equivalency guides. In the 1991 survey, other strategies cited to help students transfer included an articulated core curriculum, guaranteed admissions to four-year institutions, transfer centers, and computerized course transfer information services. In general, four-year institutions relied on fewer academic and student service practices to support the transfer process than their two-year counterparts. The two main practices employed by four-year institutions were transfer counselors/advisors and written articulation agreements. Four-available at each community college in California, offering information on contact people, facilities, staff, specific services, eligibility, assessment materials, and related services. A state and Los Angeles area map providing the location of each community college is included. (JSP)

ED 344 656 JC 920 235

Annual Report and Crime Summary, 1990-91.
PUB DATE- 91
NOTE- 26p.; For a related document, see JC 920 236.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Agency Role; Annual Reports; Community Colleges; *Crime; Crime Prevention; *Law Enforcement; *Police School Relationship; School Policy; *School Security; School Statistics; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

Designed to meet the new mandate of the Federal Student Right-To-Know and the Campus Security Act, this first annual report of the Safety & Security Department (SSD) of Johnson County Community College presents an overview of the role and activities of the SSD and a summary of 1990-91 campus crime, providing comparison data for 1989-90 and 1988-89. The first section contains the annual report, providing a draft statement of SSD's mission, policies and services, and authority and jurisdiction; an overview of department structure; profiles of department personnel; and descriptions of the new legislation and current training activities. This section also defines "calls for service"; and provides a pie chart categorizing 1990-91 calls and a table comparing data on calls from previous years by category. The second section contains a detailed crime summary, which presents tables and charts on campus crime from 1988-89 through 1990-91 using the classifications of the Federal Bureau of Investigation's Uniform Crime Reporting Bureau. This section also provides data on campus traffic accidents and violations. Among the findings for 1990-91 presented in this section are: (1) crimes of a serious nature accounted for 86% of all crime reported to the SSD; (2) of those, 98% were crimes against property and 2% were violent crimes against persons; and (3) all other crime (such as disorderly conduct, liquor violations, trespass, and vandalism) accounted for 14% of the offenses reported. Descriptions of the College's alcohol/drug, parking, lost and found, security, and crime reporting policies and procedures conclude the report. (JMC)

ED 344 657 JC 920 236

Wargin, Scott
April 1992 Monthly Report.
PUB DATE- Apr 92
NOTE- 12p.; For a related document, see JC 920 235.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Agency Role; Community Colleges; *Crime; *Crime Prevention; *Law Enforcement; *Police School Relationship; School Policy; *School Security; School Statistics; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; Child Caregivers; Child Development; *Child Health; *Communicable Diseases; *Day Care; Day Care Centers; Early Childhood Education; Educational Facilities; Family Day Care; *Health Promotion; Nutrition; Professional Personnel; *Program Administration; Program Implementation; School Age Day Care; *Standards; Training
IDENTIFIERS- Child Safety; *Special Needs Children

This document presents a set of standards to be used in planning and establishing a high quality child care program. The standards are based on the recommendations of technical panels that studied particular facets in child care and are intended to serve as goals for practice and guidelines for implementation. The nine chapters of the text address the topics of: (1) staffing; (2) program activities for healthy development of children; (3) protection and promotion of health; (4) nutrition and food service; (5) facilities, supplies, equipment, and transportation; (6) infectious diseases; (7) children with special needs; (8) program administration; and (9) licensing and community action. The chapters list almost 1,000 standards. Each chapter includes a rationale for each standard and comments concerning the standard. A list of references is provided at the end of each chapter. A series of 39 appendices includes further lists of standards and additional information relating to standards, a reference list for the appended materials, a glossary, and an index. (BC)

ED 344 675 PS 020 488

Pattillo, Janice; Vaughan, Elizabeth
Learning Centers for Child-Centered Classrooms. NEA Early Childhood Education Series.
PUB DATE- 92
NOTE- 193p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; *Class Activities; *Classroom Design; *Classroom Techniques; Early Childhood Education; Elementary School Teachers; Kindergarten; *Learning Centers (Classroom); Preschool Teachers; Skill Development; *Teacher Role

A learning center is a defined space where materials are organized in such a way that children learn without the teacher's constant direction. This book offers guidelines that will help preprimary and primary school teachers organize and manage learning centers in the classroom. Chapter 1 describes the advantages of using learning centers and explains what a learning center classroom looks like. Chapter 2 focuses on organizational and management concerns, such as arranging the room, scheduling the day, previewing and reviewing activities, limiting the number of children working in the centers, and monitoring their choices. Chapter 3 considers the role of the teacher in assessment, the planning and setting up of learning centers, interaction, and arbitration. In chapters 4 and 5, types of learning centers appropriate for preprimary and primary education are discussed in terms of the rationale for the center, the integration of developmental skills into learning in the center, organizational suggestions, and sample prefer to be the nonpraised athlete, while female subjects preferred to be the praised athlete. Seven references are cited. (BC)

ED 344 693 PS 020 519

Love, John M.; And Others
Transitions to Kindergarten in American Schools. Final Report of the National Transition Study.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 92
NOTE- 258p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; Community Involvement; *Disadvantaged Youth; Educational Environment; Evaluation Methods; Grade Repetition; *Kindergarten; Kindergarten Children; National Surveys; Parent Participation; Poverty; Preschool Children; *Preschool Education; Primary Education; Public Schools; School Policy; *Student Adjustment; *Transitional Programs
IDENTIFIERS- *Continuity; Developmentally Appropriate Programs; Extra Year Programs (Kindergarten); Project Head Start; *Transitional Activities

This report includes an executive summary and describes results of a 1988 study of transition activities provided by public schools to enhance the continuity experienced by children as they move from preschool, day care, home, or other previous experience into kindergarten. Chapter 1 offers background information, including definitions of terms, the purpose of the study, and an overview of the methodology used. Demographics of the districts and schools surveyed are summarized. Chapter 2 presents survey findings on preschool and kindergarten programs in public schools. A profile of kindergarten programs based on a representative national sample of public schools is provided. Illustrations from site visits are included. Chapter 3 describes the nature and frequency of schools' transition activities and provides illustrations from site visits. Transition activities fall into two categories: (1) those that involve coordination or communication between school and preschool levels; and (2) those that involve parents. Chapter 4 assesses factors associated with the extent or prevalence of transition activities and discusses ways in which these activities can enhance the degree of continuity experienced by children. Chapter 5 presents conclusions, suggests implications for early childhood policy and practice, and offers recommendations for further research. Appended are 30 references and related materials. (GLR)

ED 344 694 PS 020 520

Wylie, Cathy; Smith, Lesley
Assessment and Reporting Practices in the First Three Years of School. Junior School Study. Interim Report to the Ministry of Education.
PUB DATE- Jan 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Methods; Foreign Countries; Handwriting; Mathematics; *Parent Attitudes; Parent Teacher Conferences;

DESCRIPTORS- *Case Studies; Elementary Secondary Education; Higher Education; Instructional Materials; *Multicultural Education; *Student Teacher Attitudes; Student Teacher Evaluation; Student Teachers; *Student Teaching; Teacher Education; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- *Alaska

This teaching case was written by "Neil," a student teacher who tried to teach brilliantly, who put himself to the test, and concluded he failed. Neil uprooted his family to move to Alaska to reenter school in order to obtain a teaching certificate. He also wanted to escape the fast-paced life of California and a stagnant job. Neil believed teaching would allow him to spend more time with his family, to pursue personal interests, and enable him to be creative. Neil's student teaching experience at the Vonnegut Bay School in rural Alaska did not meet these expectations. First, the same social and economic problems he had encountered in California were also prevalent in rural Alaska. Secondly, his experience as a teacher was not what he expected. Neil confronted conflicts between sports and academics and issues of teacher responsibilities besides instruction. He was overwhelmed by trying to meet the needs and expectations of students, other teachers, his family, and himself. Near the end of his student teaching experience he lost his enthusiasm and resigned himself to the fact that he could not meet his expectations for a career in teaching. Although Neil viewed himself as a failure, his cooperating teacher saw him as an asset to the classroom. This story was selected as a case study for teacher education, not because it is typical of what happens to student teachers, but because it portrays problems of teaching that students will benefit from reflecting upon. Discussion questions for this particular teaching case are included. (LP)

ED 344 713 RC 018 593

John, Patricia La Caille, Comp.
Rural Education: January 1979-September 1991. Quick Bibliography Series. QB 92-15.
PUB DATE- Jan 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Change; Educational Finance; Elementary Secondary Education; Higher Education; Occupational Aspiration; Rural Areas; *Rural Development; *Rural Education; Rural Schools; *Rural Youth; School Community Relationship; *Vocational Education

This bibliography contains 140 citations (some with annotations) for selected rural education literature entered into the AGRICOLA database between January 1979 and September 1991. The publications, all in English, include books, commission papers, journal articles, legal documents, reports, academic theses, and audiovisual materials. Each entry contains information on title, author, publisher, date and place of publication, and the call number of the National Agricultural Library. Topics related to rural education include: (1) alcohol and drug use; (2) education reform; (3) rural development; (4) economic development; (5) characteristics of rural youth and rural schools; (6) educational and occupational aspirations of rural youth; (7) community education; (8) vocational education; (9) school finance; and (10) higher education. The document includes information about document delivery services provided by the National Agricultural Library to individuals and introduction acknowledges the chasm felt between theory and practice, and gives an overview of the five papers. The first paper, "Developmental Research on Paper and in Action," deals with the fundamental misunderstanding between teacher and researcher and analyzes their different viewpoints. The second paper, "Ten Major Issues Concerning Systematic Cooperation Between Theory and Practice in Mathematics Education," discusses 10 issues revolving around the problem of teachers being generally skeptical of the benefit of theory and science of mathematics education. The third contribution, "The Dream of Cooperation Between Theory and Practice," discusses the transience of theory. The fourth contribution, "On Levels of Interaction Between Theory and Practice," discusses three levels of interaction between researcher and teacher. The last contribution, "Theory and Practice in Mathematics for the Less Able," epistemologically analyzes the theory-practice problematic. (MDH)

ED 344 732 SE 052 206

Russell, Helen Ross
Ten-Minute Field Trips. A Teacher's Guide to Using the Schoolgrounds for Environmental Studies. Second Edition.
PUB DATE- 90
NOTE- 176p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; *Animals; Chemical Reactions; Earth Science; *Ecology; Educational Facilities; Elementary Education; Entomology; Environmental Education; *Field Trips; Geology; Physical Sciences; *Plants (Botany); Population Growth; Resource Materials; *Science Activities; Science Education; Weather

This book has been written to help teachers learn with their students and discover the advantages of using their own school ground for field trips. Since every school ground is different and since all field trips should be a part of classroom experiences, this book can only suggest possibilities that the teacher can select and adapt as a starting point. Each subject is introduced with a page or two of background information on the general topic. Next, some related classroom activities are suggested as a reminder that field trips need an introduction and and a follow-up in the classroom. There is also a section on teacher preparation. A cross-referenced listing of field trips for hard-topped school grounds is given at the back of the book. There is also a listing of trips that can be taken on completely hard-topped school grounds with plantings only in concrete cracks and broken concrete areas. An annotated list of supplementary materials includes books, recordings, project materials, guides, and sources of supplies. Reading levels, as well as the subjects for which each material can be used, are also indicated. Topics include trees, leaf coloration, buds, seeds, grasses, dandelions, vertebrate animals, birds, animal tracks, insects and other arthropods, earthworms, characteristics of living things, requirements for life, microhabitats, population explosion, succession, physical and chemical change, sound, heat and light, geology, weather and climate, solar system, and ecology. (KR)

ED 344 733 SE 052 291

Behavior; *Teaching Methods
IDENTIFIERS- *Geometric Supposer; *Guided Discovery Approach

This paper examines a range of studies done on the "Geometric Supposer" software and its use since the mid-1980s. It describes how the "Geometric Supposer" is a response to the call for reform by the mathematics community to create classroom environments that allow students to construct their own knowledge. This approach to learning mathematics is called "guided inquiry" and is described and contrasted with current practice. Research findings about students and teachers from studies using the "Geometric Supposer" are presented. Findings are reported about mathematical behaviors, attitudes, geometry content, learning behaviors, and teaching behaviors. Key issues and dilemmas that arise in the course of using the software with a pedagogy of guided inquiry are also identified. Since the "Supposer" exemplifies mathematics education as called for in the prescriptions for change by the National Council of Teachers of Mathematics and the Mathematical Sciences Education Board, the paper argues that what has been learned from six years of "Supposer" experience can serve as a guide for thinking about mathematics education reform beyond geometry. (MDH)

ED 344 751 SE 052 593

Ellis, Jan
Formative Research and Teen SMART: Try, Try Again. Reports and Papers in Progress. Report No. 90-3.
PUB DATE- Dec 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; *Curriculum Evaluation; Enrichment; *Enrichment Activities; *Extracurricular Activities; *Females; *Formative Evaluation; High Schools; Science Education; *Science Instruction; Supplementary Education
IDENTIFIERS- Girls Clubs of America

"Teen SMART" is the working title of the high school age component of Operation SMART, a larger curriculum development project initiated by Girls Clubs of America, Inc. (GCA) to promote the participation of girls and young women in science, mathematics, and technology. Operation SMART seeks not only to attract and involve those girls who are already predisposed to explore scientific and mathematical topics, but to "encourage the interest, participation and achievement of all girls" in these areas. With curriculum materials already produced for girls between the ages of 6 and 14, GCA contracted Education Development Center (EDC) to design a curriculum for high school girls that would provide such a learning experience. This paper describes the formative evaluation involved in developing that curriculum. After initial materials were developed, methods for collecting data for their evaluation included document reviews, participant and naturalistic observations, questionnaires, and interviews. The analysis of the data collected led to four recommendations, namely that new materials be developed that would be: (1) more flexible in their structure; (2) more adaptable to local settings and characteristics; (3) more reliant upon the skills and interests of leaders; and (4) more attuned to the social and group dynamics that could support informal learning. Although the decision to revise the materials was difficult, the emergence of the importance of the social context over academic goals and the leaders' willingness

Teaching Oral Radiology"; (21) Physics and Technology of a Solar Car"; (22) "An Integrative Course as a Possibility of Developing Physics Teaching"; (23) "Aspects on Interdisciplinary Physics Teaching"; (24) "Difficulties in Physics Teaching"; (25) "Modern Physics Pieces of Information in Teaching Process--The Integration of Mathematic and Natural-Scientific Education in Czechoslovakia"; (26) "Problems of Teaching Physics in Estonian Universities"; (27) "Alternative Ideas in Mechanics: Where Can They Come From?"; and (28) "Cognitive Style of Students as an Essential Factor of Forming Their Physical World Conception." (KR)

ED 344 770 SE 052 783

Risner, Gregory P.; And Others
Levels of Questioning in Current Elementary Textbooks: What the Future Holds.
PUB DATE- 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 5; Intermediate Grades; Item Banks; *Knowledge Level; Science Education; *Science Materials; Science Tests; *Test Items; *Textbook Evaluation; *Thinking Skills
IDENTIFIERS- *Blooms Taxonomy

In an attempt to determine the level of questioning according to Bloom's taxonomy, generated by test items that accompany selected fifth-grade science textbooks, an analysis of the tests provided by three of the most commonly used elementary science textbooks was completed. Additionally this analysis examined the extent to which each series emphasized the higher levels of questioning and what significant differences, if any, existed between the old and new publications in the number of knowledge-level and above-knowledge-level test items included in end-of-chapter tests. One hundred items from end-of-chapter tests were analyzed from each edition (old and new) of the textbook series (200 per series), which represented a total sample consisting of 600 items. Interrater agreement on training materials reached the 96% level. The 600 items were randomly selected and categorized by the researchers and one experienced classroom teacher, according to the six major categories included in Bloom's taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. Based on the assumption that the three science textbooks selected for study are representative of all science books, one conclusion is that higher order thinking skills are not elicited by end-of-chapter tests that accompany science textbooks. The lack of emphasis on application, analysis, synthesis, and evaluation levels of questioning indicates a gap between the stated goals of elementary science textbooks and actual published material. (KR)

ED 344 771 SE 052 788

Women in Science and Engineering: Increasing Their Numbers in the 1990s. A Statement on Policy and Strategy.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; National Academy of Engineering, Washington, D.C.
PUB DATE- 91
NOTE- 183p.
LANGUAGE- English

Education; *Field Trips; *Human Resources; *Law Related Education; *Lawyers; School Community Programs; Social Studies
IDENTIFIERS- American Bar Association; Judicial System

Most lawyers have never been teachers and may be intimidated by the thought of talking to a class of students in a law-related education program. This handbook provides suggestions on how to set up orientation sessions for lawyers and other law-related resource people as well as tips for presenters, including how to get and keep the students' interest and how to establish and maintain credibility. Suggestions are given for planning and conducting field trips to courtrooms and for other learning experiences both in and out of the classroom. In addition, guidelines for brainstorming and role playing are given and evaluation forms are included for the lawyer or other resource person and for students to fill out following the classroom visit or field trip. (JB)

ED 344 788 SO 020 369

Erickson, Mike; And Others
One-Day LRE Conferences. Bar/School Partnership Programs Series.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 86
NOTE- 13p.; For related documents, see EJ 335 155, and SO 020 368-378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Community Resources; *Conferences; High Schools; *High School Students; Human Resources; *Law Related Education; Lawyers; Learning Activities; *Learning Experience; *School Community Programs; Social Studies
IDENTIFIERS- American Bar Association; Judicial System

Since 1979, a coalition of lawyers and educators in Sacramento, California has put on a one-day law-related education (LRE) conference in the local courthouse that draws hundreds of students from area high schools. The conference includes mock trial and moot court competitions, panels, debates, and simulations. This handbook was developed by the steering committee that directs the conference in response to requests from school districts and local bar associations that desire to start similar programs. The handbook contains narratives describing what was done in Sacramento (including information on steering committee selection and responsibilities, activities for the conference, general administrative considerations, school contacts, evaluation, public relations, and funding) and tips on how other communities might put on a successful program. The handbook also includes sample documents (letters, forms, questionnaires) that might be used in organizing and administering such a conference. (JB)

ED 344 789 SO 020 370

Roe, Richard L., Ed.
Putting on Mock Trials. Bar/School Partnership Programs Series.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 87

Williams, Audrey
Class, Race and Gender in American Education.
PUB DATE- 3 Nov 89
NOTE- 8p.; Paper presented at the Annual Meeting of the College Reading Association (33rd, Philadelphia, PA, November 3-5, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cultural Differences; Culture Fair Tests; Elementary Secondary Education; *Racial Bias; *Sex Bias; Sex Differences; Social Attitudes; *Social Bias; Standardized Tests; *Test Bias; Test Coaching; Test Construction; *Testing
IDENTIFIERS- *Educational Criticism

Research bears out the assertion that the traditional tests and measures used to define achievement have incorporated societal attitudes about class, race, and gender. Cultural factors, teacher behaviors, and teacher bias can account for early differences in the reading achievement of girls and boys. Furthermore, girls' grades for English and mathematics decline as they age, while those for boys improve. Whites perform better than Blacks on the Scholastic Aptitude Test (SAT), although middle-class or affluent Blacks also do well. Organizations such as the National Center for Fair and Open Testing favor banning standardized tests before the third grade because of the inaccuracy of such tests. More equitable ways of measuring achievement are under review. (KM)

ED 344 808 SO 021 812

Hall, Brian P.; And Others
Developing Human Values.
SPONS. AGENCY- Sisters of Charity of the Incarnate Word, Houston, TX.
PUB DATE- 90
NOTE- 224p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Theories; *Developmental Psychology; Developmental Stages; *Individual Development; *Moral Development; *Moral Values; Personality Development; Social Science Research; Social Theories; *Values Education

The process by which human beings, as they grow toward maturity, develop values is not an automatic one. The process can be fostered by a number of teaching strategies. The strategies include the techniques of self-discovery, the provision of learning environments that encourage growth, and the practice of specific skills. This volume provides a theoretical basis for an understanding of value development together with practical materials for applying the theory in the lives of individuals and institutions. A model, the Four Phases of Consciousness, was designed that charted a pattern of human moral and intellectual growth in terms of what individuals value in life. The model projected a series of four phases through which all humans pass on their journey toward the fullest possible development. Section 1 focuses on value development theory and identifes the four phases of consciousness in detail; analyzes the factors that enable individuals to move through the phases; explores the relationship between skills and the internalization of values;

and (5) to make students aware of the history of music and the implications of music in society. Additional goals are outlined for the instrumental music program that enable students to develop competencies and to strive for excellence, within the limits of their individual capabilities, in the areas of playing, listening, reading, creating, and valuing music. Guidelines for implementing the instrumental music program are outlined, addressing such areas as student enrollments, student scheduling, teacher scheduling, facilities, suggested methods of evaluation, class procedures, budget management, and professional support. The remainder of the guide discusses requirements for successful wind-percussion and strings programs including technical-theoretical skills, interpretive skills, synthesis skills, and authorized learning resources for each area. (KM)

ED 344 829   SO 022 158

Ladwig, James G.; King, M. Bruce
Restructuring Secondary Social Studies: The Association of Organizational Features and Classroom Thoughtfulness. Final Deliverable.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.
PUB DATE- 29 Sep 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Research; Classroom Techniques; Curriculum Design; Curriculum Development; *Educational Change; Educational Policy; Educational Research; *High Schools; Organizational Change; School Effectiveness; *School Restructuring; *Social Studies; *Thinking Skills

Leading educational reformers have recently contended that students in U.S. secondary schools rarely are challenged to use their minds in any meaningful way. Faced with the remarkable absence of classroom thoughtfulness in U.S. schools, educational reformers have suggested that major organizational changes are necessary to improve the emphasis on higher order thinking in schools. This paper elaborates on a previous research study in which the relationship between organizational features and the promotion of classroom thoughtfulness by studying social studies departments in 16 secondary schools were investigated. Four departments, in contrast to the other 12, made structural changes in school organization. The purpose of the study was to gain more detailed knowledge of how organizational features were associated with the departments' level of classroom thoughtfulness. Teachers, department heads, students, and principals were interviewed and five social studies classes at each school were observed a minimum of five times during two-week long visits. Innovative organizational structures are not associated with higher levels of classroom thoughtfulness. A focus upon organizational programs might be more fruitful to classroom thoughtfulness than restructuring efforts. An appendix that lists minimal criteria for classroom thoughtfulness, a table presenting statistical data, and a list of references are included. (DB)

ED 344 830   SO 022 161

Senior High School Music: Choral Music 10-20-30. Teacher Resource Manual.

and to nurture ethical sensitivity in students. They must confront the moral challenge facing society in order to avoid a world that is comfortable but that denies what is decent and humane. They can do something about the desire to submerge in a comfortable life, the tendency to believe blindly, and the dedication to profit. (SM)

ED 344 850 SP 033 709

Reed, Charlotte; Diez, Mary

Empowerment for Teachers in Multicultural Schools: Inviting the Teaching-Learning Exchange.

PUB DATE- Jun 89

NOTE- 9p.; In: Proceedings of the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (3rd, Indianapolis, IN, June 2-4, 1989); see SP 033 706.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cultural Awareness; Elementary Secondary Education; Excellence in Education; *Field Experience Programs; Higher Education; Holistic Approach; *Multicultural Education; *Preservice Teacher Education; *Student Development; *Student Teaching; *Teacher Education Programs; Urban Schools

IDENTIFIERS- *Alverno College WI; Empowerment

The paper describes facets of the teacher education program at Alverno College (Milwaukee, Wisconsin) that facilitate teacher empowerment, especially the use of multicultural education to empower urban educators. It discusses aspects of urban teacher development, describes the teaching/learning and assessment processes that develop teachers, and shares the program design. The program begins with a human relations workshop. Concepts and issues from the workshop carry over to the curriculum. An invitational framework discusses topics like planning, lesson design, classroom management, teacher expectations, motivation, and student assessment. Prospective teachers test their understanding in field experience placements. Midway through the field experience (prior to student teaching), students discuss their own development with faculty. The final field experience pulls together the multicultural education, with two 9-week student teaching placements in multicultural schools. A philosophy of education course comes after student teaching, so students can create philosophies based on experience. Most students in the program start out frustrated, facing their own attitudes, and seeing the world as much larger than they realized. Ongoing self-reflection and faculty guidance results in growing adaptability and self-confidence. Students evidence broadened frames of reference and a growing commitment to developing urban learners. Faculty members also change in the process. As they talk to one another about the program, they collaboratively design courses and assessments that will prepare students to take ownership of the role of teacher as one who can make a difference. The paper includes 41 endnotes. (SM)

ED 344 851 SP 033 710

Vavrus, Michael

Alienation as the Conceptual Foundation for Incorporating Teacher Empowerment into the Teacher Education Knowledge Base.

PUB DATE- Jun 89

NOTE- 15p.; In: Proceedings of the National Forum of the

NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *Cultural Awareness; *Education Majors; Elementary Secondary Education; *Field Experience Programs; Higher Education; Minority Group Children; Observational Learning; Preservice Teacher Education; Program Evaluation; Program Implementation; Required Courses; *Urban Schools; *Urban Teaching
IDENTIFIERS- *Jersey City State College NJ

Jersey City State College (New Jersey) has assumed, as its primary mission, the challenge to address urban concerns, including urban teacher preparation. The revamped Junior Field Experience Program (JFE) is a required course for all prospective teachers. This requirement intends to prepare prospective teachers to deal with cultural diversity by becoming familiar with students and conditions in urban schools, and it encourages students to consider urban teaching as a career option. Prospective teachers examine the pedagogical, social, and political issues that are raised when an abstract commitment to treating all students respectfully is placed in the context of the urban school. All JFE students observe urban elementary and secondary schools in the one semester course and are assigned to a cooperating teacher for 6 weeks, in areas of certification, for a full day each week. Students keep journals in which to reflect on what has been learned about teaching and learning, and seminars are conducted to encourage students to share experiences, to learn from one another, and critically to examine what has been observed. Evaluations indicate that early field experience in urban schools diminishes stereotypes and fear, while energizing and challenging students with new insights about themselves. (LL)

ED 344 869 SP 033 766

Hockersmith, Peggy; And Others
Shippensburg University/Polyclinic Medical Center "Teach the Teacher" Seminars.
PUB DATE- Mar 92
NOTE- 58p.; Paper presented at Eastern Educational Research Association Annual Conference (Hilton Head, SC, March 3-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clinical Teaching (Health Professions); *Course Content; *Curriculum Guides; Educational Principles; Higher Education; *Nurses; *Nursing Education; *Program Development; Program Evaluation; Program Implementation; *Staff Development
IDENTIFIERS- Nursing Improvement Programs; *Polyclinic Medical Center PA; Shippensburg University PA

The Director of Education at Polyclinic Hospital (Harrisburg, Pennsylvania) conducted two assessments which addressed competencies needed by clinical instructors in health occupations. Several areas of need emerged which clustered around teaching strategies, questioning and problem solving, learning styles, evaluation, decision-making, and conflict management. Following a series of initial planning meetings a team of 4 faculty members from the teacher education and counseling departments at Shippensburg University was

Fisher, Janet M.; Zittel, Laurie
A Review of Selected Motor Assessment Instruments and Instruments
with a Gross Motor Section.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adapted Physical Education; Adaptive Behavior (of Disabled); *Developmental Disabilities; *Educational Assessment; Interdisciplinary Approach; Preschool Education; *Psychomotor Skills; *Screening Tests
IDENTIFIERS- Education of the Handicapped Act Amendments 1986; Individuals With Disabilities Education Act

In accordance with Public Law 99-457 Part H, Title I Handicapped Infants and Toddlers, the states are required to provide delayed infants and toddlers with multidisciplinary assessment, case management assistance, services, and family outcomes. Public Law 101-476, The Individuals With Disabilities Act, emphasizes changes that increase educational benefits for all children with disabilities. Adapted physical educators must be prepared to assess the developmental motor abilities of children with disabilities and provide goal-oriented curricula. This paper lists 17 assessment tools with gross motor components for young children. Each listing includes the instrument's name and author, publishing company and address, population served, purpose, test components/areas, reliability, and ease of administration. (LL)

ED 344 890 TM 017 299

New York, the State of Learning: Statewide Profile of the Educational System. A Report to the Governor and the Legislature on the Educational Status of the State's Schools.
PUB DATE- 1 Jan 90
NOTE- 338p.; For a related document, see ED 336 432.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Educational Assessment; Educational Finance; Educational Quality; Elementary Secondary Education; Enrollment; High School Graduates; Outcomes of Education; Postsecondary Education; *Profiles; *Public Schools; Public School Teachers; *School Statistics; *State Surveys; Statistical Data; Tables (Data); Teacher Characteristics
IDENTIFIERS- *New York; Status Reports

This volume, part of the second annual report on the educational status of schools in the state required by the New York State Legislature, presents a statistical portrait of the elementary and secondary education system for the 1988-89 academic year. In this volume, information about the public schools is given for the state as a whole, and disaggregated by seven community types. The information for the reports was primarily derived from data submitted to the New York State Department of Education. Statistics are given for the following parameters: (1) population characteristics; (2) enrollment trends; (3) participation rates; (4) student performance; (5) attendance and high school completion; (6) public school teachers and administrators; (7) public school finance; and (8) postsecondary education and employment. Data are presented in little experience in teaching the deaf-blind, attended an inservice training session. Quantitative information pertaining to job satisfaction, occupational interests, psychological types, teaching styles, and self-efficacy was obtained before and after training through several psychological instruments; and videotapes of teacher-student interactions provided time-series quantitative information. Qualitative information included demographic information, weekly teacher diaries, and teacher response data. Data are being analyzed by focusing on the individual teacher-student pairs. Quantitative, time-series, and participant response data are treated in a qualitative manner, with each case considered unique. All findings are being interpreted with an emphasis on the context, and the overall emphasis is on inductive analysis and a holistic perspective. Two tables and three figures illustrate findings for one teacher-student pair. There are five references. (SLD)

ED 344 909 TM 018 232

Eldredge, Susan; Dornbusch, Sanford M.
Community-Based Education Support Programs in the San Francisco Bay Area.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- Mar 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; *After School Programs; *Community Organizations; Community Programs; Community Surveys; *Economically Disadvantaged; Elementary Secondary Education; Ethnic Groups; Low Income Groups; *National Organizations; Nonprofit Organizations; Program Descriptions; Questionnaires; Social Organizations; *Summer Programs; Youth Programs
IDENTIFIERS- *California (San Francisco Bay Area)

Although community-based education support organizations are second only to public schools in the number of young people they serve each year, there has been little substantive research on these organizations and the education support they provide. With funding from the Walter S. Johnson Foundation, a 10-month study of neighborhood-based organizations was undertaken in October 1990. The project surveyed a broad cross-section (142 organizations from 6 counties) of community-based organizations offering after-school and summer education support for children from low-income communities in the San Francisco Bay Area (California). Program staff completed questionnaires about the children they serve and their education support activities, staffing, and funding. Program staff and directors from 22 organizations were interviewed and staff from 94 local organizations and 15 funding agencies met at a conference. Topics such as learning outside school, parent and school outreach, program design, staffing, use of volunteers, program evaluation and funding, and outside technical assistance are discussed. The organizations studied serve about 75,000 children and youth in kindergarten through grade 12. Nearly two-thirds of the organizations enrolled primarily children from low-income families. Organizations were generally independent non-profit groups (73%) or local affiliates of national organizations (27%). Most programs serve children from a range of grade levels and a mix of ethnic groups, although a single ethnic group often predominates. Seven graphs present study findings, and two appendices

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Comparative Analysis; *Databases; *Data Collection; *Educational Assessment; Evaluation Methods; Formative Evaluation; Higher Education; *Information Dissemination; National Organizations; *Professional Associations; Recreational Programs; Summative Evaluation; Surveys
IDENTIFIERS- *National Information Systems; *National Intramural Recreational Sports Assn

Alexander Astin, a pioneer in assessment research, has argued persuasively for building national databases that would permit programs and institutions to share common data and thus compare themselves with peers (1987, 1991). Others have suggested that certain process and outcome data should be collected and shared by disciplinary associations and professional organizations. This paper illustrates the attempt by one association to develop a common methodology for gathering formative and summative evaluation data from students, thus making comparative information available to member institutions for use in assessing and improving the quality of their programs. The National Intramural-Recreational Sports Association has developed a system for gathering and disseminating assessment data for use by institutions across the country. A survey instrument and a national data bank of survey results make it possible to assess the value and quality of campus recreation programs. In 1990, the following five pilot institutions began the data bank: (1) the University of California at Los Angeles; (2) Oregon State University (Corvallis); (3) Bowling Green State University (Ohio); (4) Vincennes University (Indiana); (5) Vanderbilt University in Nashville (Tennessee); and (6) the University of Tennessee (Knoxville). Responses from over 2,500 students began the data bank. One chart and two tables contain study findings, and there is a 26-item list of references. (Author/SLD)

ED 344 928 TM 018 267

Hansen, Joe B.
A Purpose Driven Assessment Program.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Criterion Referenced Tests; *Educational Assessment; Elementary Secondary Education; *Norm Referenced Tests; Portfolios (Background Materials); Public Schools; *School Districts; State Programs; Student Evaluation; Test Construction; *Testing Programs; Writing Evaluation
IDENTIFIERS- *Colorado Springs Public Schools CO; Curriculum Based Assessment; Multiple Evaluations; Performance Based Evaluation; *Purpose Driven Assessment Program CO

The approach to assessment taken by the Colorado Springs

Designed jointly by the Foreign Language Department and the Business Department, the program includes the following components: an overseas segment, advanced foreign language requirement, and course requirements for economics and international relations, including diplomatic history and foreign policy. The program's emphasis on verbal skills blends well with the expectation that all students spend time in an overseas study program or an internship in a business either in a foreign setting or heavily involved in international business. Emphasis in this paper is on how a shrinking Foreign Language Department with limited resources worked with a growing Business Department to design and implement a new interdisciplinary program of study. Twenty pages of appended materials include departmental memos, lists of courses, and course requirements. (LB)

ED 344 488 FL 020 351

Wagstaff, Suzanne
Teaching ESL to the Young LEP Child in an Inner City School.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Classroom Environment; *English (Second Language); Inner City; Kindergarten; Kindergarten Children; *Language Acquisition; *Limited English Speaking; Primary Education; Public Schools; *Second Language Learning; Teaching Methods
IDENTIFIERS- San Francisco Unified School District CA; Sheltered English

Experiences of a San Francisco, California, kindergarten teacher whose students include 15 limited English speaking children are recounted, and observations on English Language Development (ELD) teaching strategies are offered. It is noted that the kindergarten program and classroom setting are both conducive to and appropriate for second language acquisition. The use of a sheltered English approach in an ELD classroom, which integrates English as a Second Language and encourages language acquisition in a comfortable atmosphere with an element of fun, is discussed. Various ways that ELD teachers can build language skills are described, including natural approaches, cultural approaches, the use of holiday events, and integrated curriculum and theme approaches. Age-appropriate activities, other classroom approaches, San Francisco Unified School District programs, and an assessment of the program are also discussed. Contains 54 references. (LB)

Organization; *Critical Thinking; Curriculum Development; Higher Education; Instructional Innovation; Learning Strategies; *Teaching Methods
IDENTIFIERS- *Western Michigan University

The six editions of this newsletter provide a forum for the sharing of research findings and instructional strategies by faculty of Western Michigan University on issues connected with critical thinking. Topics addressed include alternative program designs for critical thinking instruction, a philosophical exploration of what critical thinking is, classroom activities that address critical thinking, teaching large classes, written assignments that address critical thinking, the response journal and the analytic essay, writing in the senior year, and strategies for introducing critical thinking skills. Several of the issues contain a faculty "Exchange Board" in which measures for preventing cheating and plagiarism are shared along with news of interest from the higher education field. References accompany most articles. (JB)

a prefreshman summer program, remedial, developmental and supportive courses, tutoring, and counseling. Report chapters cover program administration, eligibility and student profile, campus programs, student achievement, and program financing. Much of the document consists of extensive tables and figures. (JB)

ED 344 528 HE 025 442

Jenkins, Hugh M.
Education for International Development. Strategies for Professional Integration: Strengthening Foreign Student/Private Sector Interaction. Report of a Seminar (Washington, D.C., April 10-11, 1985).
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Office of International Training.
PUB DATE- Aug 85
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Demonstration Programs; Developing Nations; Field Experience Programs; Foreign Student Advisers; *Foreign Students; Higher Education; International Programs; *Private Sector; *Professional Development; Program Administration; Program Descriptions; *Program Development; Seminars

This report describes a seminar on improving foreign student and private sector interaction which brought together those responsible for the education of foreign students in the United States and those who administer sponsored programs for students from developing countries with members of the private sector. The report describes the seminar's aim to exploit the mutual interest of these two groups, to explore ways of expanding current activities and to seek new methods of involving the business and professional community in the education and training of students from developing countries. Following an introduction, participant training and practical training with professional integration are described. Next, the private sector resources for the education and training of students from developing countries are considered. A fifth section presents seven model programs: (1) International Cooperative Education-Home Country Placement Programs; (2) Community Practical Training Experience for Foreign Students in the Black Hills; (3) INDEX (Indiana International Student Exchange) Program; (4) Professional Development Program for Women from the Third World; (5) International Cultural Service Program-The IDEA Project; (6) Rotary Foundation Educational awards for International Understanding; and (7) Foreign Student Contact Program. The following section outlines key elements and guidelines for program development. Appendixes contain a checklist for program development, the seminar agenda, and a list of participants. (JB)

Tennessee, and New Jersey. Chapter 4 looks at the roots of outcomes assessment as it has evolved through accrediting agencies. Chapter 5 poses a life cycle concept as typically applied to business organizations to aid the design and implementation of student assessment programs. Chapter 6 summarizes the main ideas in the book and offers some suggestions for evaluating the effectiveness of the assessment effort at institutions of higher education. An appendix contains federal legislation affecting student outcomes assessment and case examples of student initiatives at the state level, the institutional level, and the department or program level. An index and a 116-item bibliography are included. (JB)

ED 344 547 HE 025 461

Burke, Dolores L.
Physicians in the Academic Marketplace.
PUB DATE- Nov 91
NOTE- 184p.; Volume Number 53 in the "Contributions to the Study of Education Series", Greenwood Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Faculty College Relationship; Faculty Development; *Faculty Mobility; Faculty Promotion; Faculty Recruitment; Higher Education; Institutional Administration; Institutional Characteristics; Institutional Environment; Institutional Research; Labor Market; *Medical School Faculty; *Physicians

This book explores the medical professoriate, in particular medical faculty mobility in and out of academic positions as it relates to the organization of academic medicine in United States universities. The work is based on interviews conducted with 300 faculty members in six major medical schools over a period of 6 months in late 1988 and early 1989. Their views constitute the major portion of the book, chapters 2 through 5. Chapter 2 provides an introduction to the market place, investigating the internal and external environment of the academic medicine organization. Chapter 3 examines the medical faculty recruitment process, exploring the organizational justification for a faculty position, the criteria established for identifying and screening candidates, and the conduct of a search. Chapter 4 deals with questions of choice in the perpetuation of the faculty and of individual and organizational decisions and circumstances connected with joining the organization. Chapter considers the choice to leave the organization. The final chapter summarizes the study findings on faculty mobility in the context of academic medicine and the future. Included are three appendixes detailing methodology, study data and medical specialties and subspecialties, an index and a 62-item bibliography. (JB)

Montana, Oregon, and Washington focuses on those delivery systems that provide or could provide instructional units, courses, or instructional supplements to elementary and secondary schools in the region. The first of five sections describes six examples of delivery systems in the region; (1-2) the Satellite Technology Educational Program (STEP) and EDUNET, which make their resources available by subscription to any school district; (3-4) the Idaho Rural Education Delivery System (IREDS) and Alaska Centralized Correspondence Studies (CCS), which serve their specific states; (5) the Community College of Spokane, an example of a technological approach to serving several communities; and (6) the Big Sky Telegraph, an electronic mail network located in Montana. The second section describes delivery systems originating outside the Northwest region whose services are available within the region, i.e., TI-IN satellite, Oklahoma State University Arts and Sciences Teleconferencing Service (ASTS), Satellite Communications for Learning (SCOLA), Technical Education Research Centers (TERC), National Geographic Society's Kids Network Project, Educational Satellite Network (ESN), Channel One service of Whittle Communications, CNN NEWSROOM, and Cable Alliance for Education. The third section describes statewide plans for and studies on distance education in the six northwestern states, and section four reviews state policies on distance education, including certification and content review and quality. The fifth section provides analyses of current school district usage of technology-based systems and conditions that enable or constrain such use, as well as discussions of some unanswered questions and potential roles for the Northwest Regional Educational Laboratory. (DB)

America's Public Television Stations and South Carolina Educational Television Network; (5) Dennis D. Gooler, North Central Regional Educational Laboratory; (6) Daniel Schultz, Michigan Department of Education (statement and article, "An Inquiry-Centered Classroom of the Future"); (7) Cecilia Lenk, Massachusetts Corporation for Educational Telecommunications (statement and report "Reach for the Stars"); (8) Sally M. Johnstone, Western Cooperative for Educational Telecommunications (statement and article, "Research on Telecommunicated Learning: Past, Present and Future"); (9) Gregory J. Liptak, Mind Extension University; and (10) Gary N. Vance, Satellite Educational Resources Consortium (SERC) on Technology in the Classroom. An opening statement by Strom Thurmond, member of the Subcommittee on Education, Arts, and Humanities, is also included. (DB)

Technology Age.
SPONS. AGENCY- National Archives and Records Administration, Washington, DC.
PUB DATE- 89
NOTE- 27p.; CIDS Paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Automation; *Computer Assisted Instruction; Content Analysis; Electronic Publishing; *Government Publications; History; *Information Storage; *Information Systems; *Primary Sources; Records Management; Resource Materials; Secondary Education
IDENTIFIERS- *Electronic Text; *Multimedia Materials; National Archives DC

This paper, written for a National Archives staff training course discusses the use of computers in the classroom as reflective of the larger social trend toward an increasing dependency on automated systems to assist business and government in their efforts to more effectively manage and retrieve information. The paper also demonstrates the advantages of including elements of archival description in education units, particularly for the multimedia records of contemporary history, and explains the benefits of utilizing the expertise of both education specialists and archivists in developing education units--all of which would ultimately enhance the outreach mission of the National Archives and Records Administration (NARA): to encourage learning in history, promote the use of NARA's records, and expand investigative skills in research in primary source documents. It is noted that education units, which are currently produced for secondary level students, only include the record group identification and content description of the individual documents presented on a given topic, and that the inclusion of archival information would enhance the unit by providing additional information about the function and organization of the agencies or offices that created the records. (14 references) (MAB) correlated with high faculty salaries, and low per capita income correlated with low faculty salaries; high per capita income level correlated with high student tuition and fees; and low per capita income level correlated with low student tuition and fees. Expenditures per full-time equivalent (FTE) student did not correlate with per capita income, percent of state funding, or student tuition and fees. Variations identified among state systems included the following: (1) the percentage of state funds comprising the budget of state systems ranged from 25% in Kansas to 85% in Washington; (2) the annual expenditure per FTE ranged from $2,172 in North Carolina to $5,821 in Idaho; (3) the average annual per capita income ranged from $10,292 in Mississippi to $21,266 in Connecticut; (4) the average nine-month faculty salary ranged from $19,200 in Mississippi to $45,100 in Alaska; and (5) the average annual charge for student tuition and fees ranged from $96 in California to $1,966 in Vermont. An appendix provides statistics by state. (JMC)

year institutions were far less likely than two-year colleges to involve faculty in academic practices such as two-year/four-year departmental collaboration (30% vs. 49%), two-year/four-year faculty collaboration (18% vs. 36%), and joint degree programs (16% vs 24%). To obtain information about their former students, two-year colleges employed a variety of direct and indirect approaches, including surveys of graduates (72%), feedback from receiving institutions (70%), and reports from in-state four-year institutions (56%). Four-year institutions typically used data from the registrar and other offices (73%) and the number of transcripts received (50%) to obtain information about transfer students. (JMC)

The mission of the College Safety & Security Department (SSD) at Johnson County Community College is to help provide and maintain an atmosphere that enhances the educational process and fulfills the total mission of the college. Services provided by the SSD include assisting car owners locked out of their vehicles, escorting persons, and recovering stolen property. "Calls for service" at the college are defined as those that result in contact between an officer and a citizen, involving activities such as providing information, unlocking rooms, observing fire or safety hazards, jump-starting cars, and unlocking vehicles. In April 1992, the SSD received a total of 557 "calls for service." Crimes of a serious nature, including both crimes against persons and crimes against property, accounted for 16 calls to the SSD in April. In comparison, there were 12 serious crimes reported in April 1991. In all other crime classifications, including disorderly conduct, liquor violations, trespass, and vandalism, there were four crimes reported to the SSD in April 1992, as compared to three such crimes in April 1991. There were ten personal accidents in April 1992, involving faculty and staff, as compared to two during the same month the previous year. Personal accidents involving students and visitors numbered five, as compared to seven in April 1991. Five motor vehicle accidents were reported in April 1992, all involving property damage only. (JMC)

activities. Chapter 4 discusses preprimary centers for art, table games, discovery, dramatic play, blocks, music, and construction, and library and gross motor centers. Chapter 5 looks at learning centers appropriate for primary grades, including centers for creative writing, reading, spelling, handwriting, social studies, science, and mathematics, library centers, and "active primary centers," which function as extensions of the centers discussed in chapter 4. A list of resource books is included in both chapters 4 and 5. Chapter 6 suggests first steps for the teacher considering the conversion to a learning center classroom. (AC)

*Primary Education; Reading; Spelling; *Student Attitudes; *Student Evaluation; Student Records; *Teacher Attitudes; Writing (Composition)
IDENTIFIERS- Anecdotal Records; *New Zealand (Wellington)

A study of children's progress through the first 3 years of school followed 32 students in 10 schools in the Wellington, New Zealand area. Data were collected through interviews with children, teachers, and parents; school records; and video recordings of children in the classroom. Sections of this report of the study discuss: (1) assistant principals', and first-, second-, and third-year teachers' aims for children's learning; (2) child assessment practices at school entry; (3) teacher assessment methods used during the first 3 years of school and teachers' methods of reporting the results of assessment to parents; (4) teachers', children's, and parents' perceptions of the assessment process; and (5) the relationship between the assessment practices used for each school subject and the suggested assessment practices for the subject. A list of 51 references is provided. Appendixes include a description of the study sample; examples of an information sheet used for a new school entrant and a report from a preschool to a school; sample school entry assessments; and data from two earlier studies on assessment practices in schools. (BC)

libraries. It also contains a description of the Rural Information Center, which provides information and referral services to local government officials, community organizations, health professionals and organizations, cooperatives, libraries, and rural citizens. (KS)

ED 344 714 RC 018 600

Educating the American Indian/Alaska Native Family. 16th Annual Report to the United States Congress. Fiscal Year 1989.
PUB DATE- 90
NOTE- 379p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; *Alaska Natives; *American Indian Education; American Indians; *Educational Assessment; Elementary Secondary Education; *Federal Indian Relationship; *Federal Programs; Government Publications; Government Role; Higher Education; Program Evaluation
IDENTIFIERS- *National Advisory Council on Indian Education

This document describes activities and presents recommendations of the National Advisory Council on Indian Education (NACIE) for fiscal year 1989. NACIE activities included: (1) development of regulations and administrative practices and policies; (2) review of applications for assistance under the Indian Education Act of 1988; (3) evaluation of all federal programs and projects that benefit Indian students; (4) publication of the NACIE Newsletter to provide technical assistance and to disseminate information; (5) submission of recommendations to the Secretary of Education on proposed federal regulations; (6) submission of a list of nominees for the Director of the Office of Indian Education; and (7) submission of the NACIE 15th Annual Report to Congress. Updates of education statistics reflect trends in elementary, secondary, and postsecondary Indian Education. Recommendations for educating the American Indian/Alaska Native family, in line with the national education goals, incorporate the concerns and opinions of Indian and Alaskan educators and leaders. Appendices include: (1) dates and places of NACIE meetings; (2) list of Indian Education Act fellowship recipients for 1989; (3) profiles of programs benefiting Indian/Alaska Native students for 1989; (4) nominees and winners of the National Leadership and Achievement Program for Outstanding Alaska and American Indian Youth for 1989; (5) abstracts on nine projects selected for the 1989 Office of Indian Education Showcase of Effective Projects (Title V); and (6) the text of Title V; and a copy of the sections of the Code of Federal Regulations relating to Indian Education. (LP)

Commission on Environmental Education, New Jersey, June 1990.
PUB DATE- Jun 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizen Role; *Citizenship Responsibility;
*Community Responsibility; *Environmental Education;
*Government Role
IDENTIFIERS- *New Jersey

This report reflects the work of the Commission on Environmental Education created and authorized to study environmental education in the state of New Jersey. The commission identified the knowledge, attitudes, values, behaviors and skills that should be communicated, developed, and/or nurtured among the state's citizenry. A list of recommendations for the development of an environmental education master plan was also compiled. The recommendations include specific activities and target dates of completion. The recommendations are specifically addressed to the governor, the state legislature, county and municipal governments, the Department of Higher Education, the Department of Education, the Department of Environmental Protection, the New Jersey Education Association, environmental organizations, the business community, religious organizations, autonomous units of government such as soil conservation districts, watershed association, and environmental commissions, and youth organizations. A copy of Executive Order No. 205, that created the commission, and a list of commission members are included. (KR)

to develop contacts in their communities to support teens' science learning were vital factors that were unknowns at the start of the project. (MDH)

ED 344 752 SE 052 673

Matthews, Catherine E.; Smith, Walter S.
Indian-Related Materials in Elementary Science Instruction.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the convention of the National Association for Research in Science Teaching (Lake Geneva, WI, April, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; *Cultural Activities; Elementary School Science; *Instructional Materials; Intermediate Grades; Junior High Schools; Minority Groups; *Motivation; Pretests Posttests; Science Education; *Student Attitudes
IDENTIFIERS- *Navajo (Nation); *Science Achievement

The purpose of this study was to investigate the hypothesis that if selected instruction materials were more culturally-relevant, Native American students should be more motivated and better able to make connections between school learning and their own lives. This increased motivation and improved connections between school learning and their own lives would be reflected in more positive attitudes and increased achievement. The sample for this study was selected from the Bureau of Indian Affairs' (BIA) education system, which in 1987 was comprised of 103 BIA-operated schools and 64 schools operated by tribes and tribal organizations under contract with the BIA. The basic study encompassed grades 4 to 8 in a pretest posttest control group design with one independent variable, instruction (use of Indian-related teaching materials versus non-use of these materials), and two dependent variable, science achievement and attitude toward American Indians and science. Building on the basic design, tribal affiliation (Navajo versus non-Navajo) and sex of the students were included as modifier variables. Evidence reported in this study supports the claim that the use of culturally-relevant materials will have a positive effect on students. (20 references) (KR)

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Choice; *Career Education; Educational Change; Educational Opportunities; Employment Opportunities; *Employment Patterns; Engineering Education; *Engineers; *Females; Higher Education; High Schools; *Science Careers; Science Education

The underparticipation of women in the fields of science and engineering is a matter of record; the understanding that something might be done to bring qualified women into productive careers as researchers, teachers, and practitioners of science and engineering prompted the National Research Council (NRC) in 1990 to establish the Committee on Women in Science and Engineering (CWSE) within the Office of Scientific and Engineering Personnel (OSEP). The Committee met for the first time in 1991 and developed a plan of action-a strategic plan-for effecting change. That plan is the subject of this report. In addition to providing statistics on the participation of women in the education/employment pipeline, it summarizes the Committee's deliberations relating to its role in increasing the participation and improving the status of women in science and engineering. The report further offers an ambitious strategic plan of both short-term and long-term activities. Chapters include: (1) "The Science and Engineering Education Infrastructure"; (2) "Effectiveness of Intervention Models"; (3) "Career Patterns"; (4) "Measurement for Scientific and Engineering Human Resources"; and (5) "Strategic Plan for Increasing the Numbers of Women in Science and Engineering." (156 references) (KR)

NOTE- 25p.; For related documents, see EJ 335 155, and SO 020 368-378.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; *Class Activities; Courts; Critical Thinking; Curriculum Enrichment; Elementary Secondary Education; Guides; Intermediate Grades; *Law Related Education; *Learning Activities; Simulation; Social Studies
IDENTIFIERS- American Bar Association; Judicial System; *Mock Trials

Mock trials help students gain a basic understanding of the legal mechanism through which society chooses to resolve many of its disputes. While learning the details of trial process and procedures, students also develop a number of critical skills that are universally necessary: (1) critical analysis of problems; (2) strategic thinking; (3) questioning skills; (4) listening skills; (5) skills in oral presentation and extemporaneous argument; and (6) skills in preparing and organizing material. Of particular interest is the high level of cooperation among students needed for successful mock trials. Participation in mock trials helps students to understand better the roles that the various actors play in the justice system and also the difficult conflicts those people must resolve daily in performing their jobs. Mock trials also provide a natural opportunity to incorporate field experiences and community resource people into the school curriculum. This handbook explains the types of mock trials and how to prepare for and conduct mock trials in the classroom. A lesson plan is provided for introducing dispute resolution and the trial process. Simplified rules of evidence are given as well as helpful hints for mock trial participants. A sample judging form is included with guidelines for selecting judges for the mock trial. Scenarios of several mock trials suitable for use with students in grades 5 through 12 are also included. Four sources of further information are noted. (JB)

introduces the classification of instrumental, intrapersonal, imaginal, and system skills; and applies the value theory to the educational system. Section 2 presents a series of exercises in each of the four skill areas because skill development is crucial to making changes in behavior and values. All of the exercises are intended to present the individual with new data about the self and to explore a series of choices crucial to the process of giving direction to one's life. Seven appendices are included: (1) application of value theory; (2) feeling words; (3) value/skill/time list; (4) 125 values and their definitions; (5) glossary; (6) bibliography; and (7) Hall-Tonna Inventory of Values. (DB)

ED 344 809 SO 021 839

Gore, Deborah, Ed.
Peace--Iowa's Link.
PUB DATE- Sep 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Conflict Resolution; Elementary Education; Learning Activities; *Peace; Problem Solving; *Social Studies; *State History; United States History; War
IDENTIFIERS- *Iowa; *Peace Studies

This theme journal issue is devoted to an exploration of peace and its history in Iowa. The features and activities include: Iowa's Peace Tradition; A Global View; World Map; A Mesquakie Tale; Swords into Plowshares; Make a Peace Crane; Student Protest; Goldfinch Patriotism Debate; Peace Meal; A Short Story; and Work It Out. (DB)

PUB DATE- 91
NOTE- 213p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Curriculum Guides; Enrichment Activities; *Evaluation Methods; Foreign Countries; High Schools; *Music Activities; *Music Appreciation; *Music Education; Secondary School Students; *Teaching Methods
IDENTIFIERS- Alberta

This curriculum for Alberta Canada Schools provides for students to grow and develop as performers, listeners, evaluators, historians, and composers of music. An overview is provided for the senior high school choral music program and includes information concerning developmental concepts and the required/elective components of high school music education. Further information is provided to help implement the program, including enrollment, scheduling, classroom management, and budget management. Teaching techniques and learning activities are discussed along with evaluation methods and professional resources. (KM)

Association of Independent Liberal Arts Colleges for Teacher Education (3rd, Indianapolis, IN, June 2-4, 1989); see SP 033 706.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alienation; Beginning Teachers; *Educational Theories; Elementary Secondary Education; *Foundations of Education; Higher Education; Liberal Arts; *Participative Decision Making; Power Structure; Preservice Teacher Education; Teacher Improvement; *Teacher Participation
IDENTIFIERS- *Knowledge Base for Teaching; *Teacher Empowerment

Within the teacher empowerment movement, a theoretical framework for analyzing the condition of teaching as work is not widely considered. Given the special character of the varying expectations held by interest groups focusing on teacher productivity, a concise theory would provide teacher education students a foundation for participating fully and in an informed manner in their careers. The undemocratic governing environments of schools have created alienated teachers; such environments have fueled the teacher empowerment movement. An advantage of considering work alienation in relationship to teaching careers and the rise of teacher empowerment is that by rejecting categorical descriptions of the reality, a theory of alienation provides broad social philosophical approaches to problems previously considered the domain of psychology. The paper discusses alienated versus empowered teachers, suggesting that empowerment is the overcoming of workplace alienation and gaining the freedom to participate more fully in public affairs as a teacher. It notes that in order to incorporate teacher empowerment into the knowledge base, there must be a critical understanding that schools are fabricated by human beings, that they embody attitudes and interpretations which serve particular cognitive and political interests. It also examines the barriers to incorporating empowerment into the knowledge base, noting that teacher educators seeking to incorporate empowerment must engage among themselves in phenomenological and interpretative encounters on the concept of alienation and seek means to actualize empowering theory with complimentary pedagogical techniques into the curriculum. (58 references). (SM)

assembled; they planned and delivered 12 workshops to address the weaknesses identified in the pre-assessments. Participants in the workshops were Polyclinic's trainers of critical care nurses. Guiding concepts for the development of the workshops included: (1) sessions were to be team taught; (2) participants were to be actively involved; (3) the number of participants was to be limited to 15-18; (4) pedagogical concepts and practices were made applicable to the medical setting; (5) the Myers-Briggs, Dunn's Learning Style Profile, and other self-assessment instruments were to be used as a unifying thread. Postevaluations of the sessions were statistically highly significant. Open-ended evaluation comments were positive. One unexpected outcome was the group cohesiveness which evolved. Attachments include: preassessment instruments and results; budget, titles, and selected bibliography. (33 references) (Author/IAH)

ED 344 870 SP 033 768

Colville, Janice K.; Clarken, Rodney H.
Developing Social Responsibility through Law-Related Education.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Critical Thinking; Elementary Secondary Education; Higher Education; *Law Related Education; *Moral Development; *Social Responsibility; Social Studies; Teacher Education Programs; *Values Education

This report describes the development of social responsibility in schools through law-related education (LRE). LRE through which students become better informed and effective citizens provides an understanding of the law and its effects on daily life. The Office of Education (1978) defines LRE as those organized learning experiences that provide students and educators with opportunities to develop the knowledge and understanding, skills, attitudes, and appreciations necessary to respond effectively to the law and legal issues in the present complex and changing society. Social responsibility can be viewed as an essential part of citizenship education, an understanding of the basic democratic principles and values on which laws, government, and society are based. LRE was established to revitalize citizenship education. Three major aspects of LRE include: expanding students' substantive knowledge and critical thinking skills; improving teacher preparation; and achieving significant changes in students' attitudes. It is suggested that through the implementation of LRE programs, students' competencies, knowledge, skills, and attitudes can lead to the appropriate learning outcomes necessary for their development into socially responsible citizens in a multicultural, global society. (LL)

157 tables and 10 figures. (SLD)

ED 344 891 TM 017 970

Campbell, Kathleen Taylor; Tucker, Mary L.
The Use of Commonality Analysis in Multivariate Canonical
Correlation Analysis.
PUB DATE- Feb 92
NOTE- 19p.; Paper presented at the Annual Meeting of the
Southwest Educational Research Association (Houston, TX,
January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assistant Principals; *Correlation; Elementary
Secondary Education; *Multivariate Analysis; Personality
Measures; *Predictor Variables; Principals; *Raw Scores;
*Regression (Statistics)
IDENTIFIERS- *Commonality Analysis; Criterion Variables;
Dependent Variables; Linear Models; Myers Briggs Type
Indicator; Parametric Analysis

Since canonical correlation analysis subsumes multiple regression as a special case, and since commonality analysis (a variance partitioning procedure) has proven useful in interpreting multiple regression results, the interpretation of canonical correlation results might also be enhanced by the use of commonality analysis. In this paper, a canonical correlation analysis using a data set of 64 observations, consisting of four predictor (independent) variables and four criterion (dependent) variables, is interpreted. Predictor variables were raw scores on four sections of the Myers-Briggs Type Indicator. Subjects were 64 school principals and assistant principals. A commonality analysis of the data is explained and illustrated, and results are interpreted in conjunction with the canonical correlation analyses. Commonality analysis offers several advantages for interpretation in that it: (1) indicates the degree to which predictors share variance with criterion variables; (2) indicates the extent of overlap of the variables; and (3) reinforces the recognition that canonical correlation is the most general linear model of parametric statistics. Four tables present analysis results, and a 20-item list of references is included. (SLD) describe research methods and list study participants. (SLD)

ED 344 910 TM 018 233

Powell, Z. Emily
Test Anxiety and Test Performance Under Computerized Adaptive Testing Methods.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adaptive Testing; Comparative Testing; *Computer Assisted Testing; *Graduate Students; Higher Education; *Mastery Tests; Scores; Student Attitudes; *Test Anxiety; Test Items; Test Results
IDENTIFIERS- *Psychological Influences; *Testing Effects

Little research exists on the psychological impacts of computerized adaptive testing (CAT) and how it may affect test performance. Three CAT procedures were examined, in which items were selected to match students' achievement levels, from the item pool at random, or according to student choice of item difficulty levels. Twenty-four graduate students (5 males and 19 females) at Indiana University (Richmond) were randomly assigned to one of six testing orders formed by the three mastery test approaches and by blocking on native and non-native speakers. While at a computer, students received a description of adaptive testing methods and then a 20-item pre-test anxiety measure. Right after completing each test, students responded to a 10-item in-test anxiety scale, ranked their preferences among tests, and evaluated their performance on each of the tests. No statistically significant mean differences were found among mean student achievement scores or among in-test anxiety means under the three adaptive testing methods. Students reporting higher anxiety scored significantly higher in the matched-selection test. Those preferring the matched-selection and self-selection tests the most were less anxious during those tests. Instead of actual performance, students' perceptions of how well they did were significantly correlated with preference rankings for the tests. The matched-selection tests required significantly fewer items to reach decisions than did the random-selection tests. Ten tables, 1 figure, and a 19-item list of references are included. (Author/SLD)

(Colorado) Public Schools is outlined. Colorado Springs has taken a position similar to that advocated by the National Council on Educational Standards, that of multiple means of assessment applied in a dynamic and responsive manner. This approach in Colorado Springs is called Purpose Driven Assessment (PDA). Its primary component is an analytical framework based on an analysis of purpose patterned after R. Stiggins and N. Bridgeford (1987) and P. Airaisian (1984). The following three basic types of assessment are examined in relation to this model: (1) norm referenced testing; (2) goal referenced testing (criterion referenced); and (3) performance based assessment. Goal referenced testing in the Colorado Springs district is represented by a series of overlapping levels of tests, the District 11 Achievement Levels Tests (DALT), now used in grades 3 through 9. Performance based assessments are being developed, beginning with direct writing assessment, portfolio assessment, and curriculum-based measurement. Norm referenced testing in the Colorado Springs district is used to meet state testing requirements. Full implementation of the PDA model will require at least another 3 years, but the Colorado Springs school district is well on the road to matching assessment with its purposes. Four tables and two figures are included. There is a 10-item list of references. (SLD)

ED 344 929 TM 018 269

Wang, Xiaoping
Factor Analysis of the WISC-R and WISC-CR: A Comparison across Ages between American and Chinese Samples.
PUB DATE- Apr 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Age Differences; *Children; Chinese; Comparative Testing; Cross Cultural Studies; *Cultural Differences; Cultural Influences; *Factor Analysis; Factor Structure; Goodness of Fit; *Intelligence Tests; International Studies
IDENTIFIERS- China; LISREL Computer Program; United States; *Wechsler Intelligence Scale (Chinese Revised); *Wechsler Intelligence Scale for Children (Revised)

This paper presents results of a LISREL factor analysis on data from the Wechsler Intelligence Scale for Children-Revised (WISC-R) and the Wechsler Intelligence Scale for Children-Chinese Revised (WISC-CR) (published in 1986) for children ages 6.5 to 16.5 years, using a standardization sample of 200 children (100 males and 100 females) at each of the 11 age levels (2,200) for the WISC-R and 2,237 children for the WISC-CR. The same best fit common factor structure was found for the WISC-R and the WISC-CR. The common factor structure included three factors tentatively labeled verbal comprehension, perceptual organization, and freedom from distractibility. In addition, a multi-sample LISREL analysis was performed to test the equality of the factor pattern between age groups and between the two cultures. Both American and Chinese children in the oldest and youngest ranges of age groups fit the common factor structure better than did other age groups. Those age groups that best fit the common factor structure also showed high factor pattern consistency between the cultures. It is argued that ability and model fit differences may be linked to differences in cultural and educational experiences. Seven tables and three graphs illustrate the analyses. There is an 11-item list of references. (Author/SLD)

ED 344 930 TM 018 274

Tennyson, Robert D.
Mental Models and the Analysis of Content.
PUB DATE- Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *Cognitive Psychology; Computer Assisted Instruction; *Content Analysis; Curriculum Development; Educational Change; Educational Practices; *Educational Technology; *Evaluation Methods; *Instructional Design; Technological Advancement
IDENTIFIERS- *Contextual Analysis; *Mental Models

Scientific advances in cognitive science and instructional technology suggest significant changes in methods of curricular and instructional design that will strongly affect educational practice. This paper discusses one of the major areas in which

ED 344 949 UD 028 372

Final Documents of the International Congress of Educating Cities (1st, Barcelona, Spain, November 26-30, 1990).
PUB DATE- 91
NOTE- 119p.; For a related document, see UD 028 371.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *City Government; Educational Needs; *Educational Responsibility; Elementary Secondary Education; Foreign Countries; *Multicultural Education; *Public Agencies; *Role of Education; Social Responsibility; Urban Areas; *Urban Education; Urban Improvement; Urban Problems; Urban Teaching
IDENTIFIERS- *Spain

The First International Congress of Educating Cities in Barcelona (Spain) considered education in its broadest sense, beyond the school system. An introduction by P. Figueras Bellot is provided. The following are the English translations of the Spanish titles of the presentations given by representatives of international and government organizations: (1) "UNESCO" (United Nations Economic and Social Council) (F. Marti Ambel); (2) "The European Council" (A. Siurana Zaragoza); (3) "The Spanish Ministry of Education and Science" (E. Angulo Aramburu); (4) "The Department of Education of Catalonia" (S. Blasi Gutierrez); and (5) "The City of Goteburg" (host for the next conference) (M. Fagberg). Attachments include greetings from J. Zapasnik of the International Union of Local Authorities and P. Mauroy of the Federation Mondiale des Cites Unies and Villes Jumelees. Lectures presented include the following: (1) "Why We Talk about the Educating City" (P. Maragall); (2) "The City as a 'Scene'" (S. Sassen); (3) "The Educating Resources of the City" (F. Alfieri); and (4) "Multiculturalism in the City" (R. Castro). The final report of the conference workshops is included, along with the Declaration of Barcelona, a Charter of Educating Cities, that defines the educating city as one that can offer its entire potential, can be understood by all citizens, and can teach its children and young people to understand it. (SLD)

ED 344 950 UD 028 477

From Poverty to Economic Development: Community and Policy Strategies for Latinos in Massachusetts. Summaries of Papers To Be Presented at Conference (Boston, Massachusetts, December 13, 1991).
PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Blacks; Dominicans; *Economically Disadvantaged; *Economic Development; Educational Change; *Educational Policy; *Hispanic Americans; Job Training; Labor Market; Postsecondary Education; Poverty; *Public Policy; Puerto Ricans; Secondary Education; State Programs; Urban Problems; Vocational Education; Whites
IDENTIFIERS- *Latinos; *Massachusetts

This publication contains summaries of six papers presented at a conference on community and policy strategies for Latinos in Massachusetts. Each summary follows an executive summary format by briefly describing the project or argument and highlighting

This testimony of the President of Public/Private Ventures (PPV) in Philadelphia (Pennsylvania) is on the subject of designing effective youth services programs, particularly in light of the PPV's experience with its program, Summer Training and Education Program (STEP). Following a description of the background for this and similar programs, the STEP's format and purpose, to deter early school-leaving, are described. The program's results are presented briefly, and a series of lessons culled from the STEP experience is presented. The first set of lessons include the following: (1) improvements in the reading, mathematics, and life skills of young adolescents can be accomplished in a short time; (2) innovative programs can be replicated with consistent practices and results across large numbers of varying locations; (3) accomplishment require a business-like approach to investments in innovation development; and (4) short-term programs are unlikely to produce long-lasting impacts by themselves. A set of broader lessons is also discussed including the following: (1) the search for quick fixes must be abandoned; (2) long-term results require short-term programs and larger institutional changes; (3) investing in changes requires a business-like approach; and (4) the best roles and responsibilities for Federal, state, local, and private sector actors must be found. (JB)

ED 344 969 UD 028 645

Grant, Carl A., Ed.
Research and Multicultural Education: from the Margins to the Mainstream.
PUB DATE- 92
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Pluralism; Educational Policy; *Educational Research; Educational Researchers; Elementary Secondary Education; Equal Education; Higher Education; Minority Groups; *Multicultural Education; Research Design; Research Methodology; *Research Problems; Research Reports; School Districts

This book of collected papers and essays addresses issues of research in multicultural education and aims to facilitate production of this research and to meet the needs of researchers in this area. Part 1, "The Marginalization of Multicultural Discourse," contains three papers on the barriers, needs, and limitations inherent in doing multicultural research; the marginalization of minority intellectual thought in traditional scholarship; and the need for a scholarly foundation as a forum for discussion. Part 2, "Conducting Multicultural Education Research," contains 10 papers addressing the following topics: (1) being a researcher in a multicultural environment; (2) reasons for using quantitative methods; (3) results of a study of a school district facing racial tension; (4) critical pedagogy applied to a multicultural foundations course; (5) culturally relevant teaching; (6) the realities of collaborative inquiry; (7) knowledge bases for educating language minority students; (8) the need to highlight the successes of ethnically diverse learners; (9) the formation of research questions; and (10) the findings of a group research project. Part 3, "The Social Impacts of Multiculturalism in Education," contains three papers discussing the importance of intergroup contact, ideas for teacher education, and analysis of state programs. Included cognitive science and instructional technology are affecting instructional design theory: the analysis of the information to be learned. A methodology for information analysis is presented that uses an integrated instructional design theory. The analysis is based on a modular or contextual knowledge representation. Contextual modular analysis provides an initial instructional schema that accounts for the dynamic and complex nature of mental models. An example is presented using a computer-based instructional program. Basic steps for a contextual module analysis are: (1) define the content for using the information-to-be-learned; (2) define the complex problems associated with the context; (3) analyze the problems to identify concepts, principles, rules, or facts used; (4) analyze the concepts within the module; and (5) sequence the clusters into instructional components. The example is taken from a research program using business management principles as the content domain. Eight figures illustrate the discussion, and there is a 35-item list of references. (SLD)

ED 344 931 TM 018 275

Tibbetts, Katherine A.; And Others
Development of a Criterion-Referenced, Performance-Based Assessment of Reading Comprehension in a Whole Literacy Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructed Response; *Criterion Referenced Tests; Educational Assessment; Formative Evaluation; Grade 3; Inservice Teacher Education; *Literacy; Outcomes of Education; Portfolios (Background Materials); Primary Education; *Reading Comprehension; *Student Evaluation; Summative Evaluation; *Test Construction; *Whole Language Approach
IDENTIFIERS- Kamehameha Early Education Program; Kamehameha Schools HI; *Performance Based Evaluation

This paper describes the development of a criterion-referenced, performance-based measure of third grade reading comprehension. The primary purpose of the assessment is to contribute unique and valid information for use in the formative evaluation of a whole literacy program. A secondary purpose is to supplement other program efforts to communicate and reinforce objectives for student performance and instructional practices. The Kamehameha Schools/Bishop Estate is a private non-profit educational institution in Hawaii. One of its largest and oldest projects is the Kamehameha Early Education Program (KEEP), which is designed to improve the literacy skills of native Hawaiian children by improving the quality of instruction they receive. KEEP hires and trains teacher consultants for public elementary schools to provide training and support. An innovative student assessment was developed to determine student outcomes supplementing a portfolio approach with a criterion-referenced test with performance-based constructed response items. Assessment development was a collaborative effort of educators, students, and evaluators that was field-tested in 1991. The prototype assessment directly taps curricular objectives in a format that is congruent with instructional practices. There is a 14-item list of references. (SLD) and summarizing major findings or recommendations. The papers are as follows: (1) "An Examination of Latino Experiences in Vocational Education: Implications for Education Policy and Reform in Massachusetts" (J. Jennings); (2) "Latinas and the Massachusetts Employment and Training (ET) Choices Program" (M. Uriarte); (3) "A Comparative Analysis of the Labor Market Outcomes for Latinos, Blacks and Whites in Boston, Massachusetts and New England, 1983-1991" (J. Cotton); (4) "Hispanics in the Boston Labor Market 1970-1989" (L. M. Falcon); (5) "Shelter Poverty Among Latinos in Boston" (M. E. Stone); and (6) "The Social Aspects of Small Business Development: The Case of Puerto Rican and Dominican Entrepreneurs" (P. J. Levitt). (JB)

ED 344 951 UD 028 494

Darder, Antonia; Upshur, Carole
What Do Latino Children Need To Succeed in School? A Study of Four Boston Public Schools. Document No. 92-02.
SPONS. AGENCY- Boston Foundation, MA.
PUB DATE- Jan 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Administrator Attitudes; Children; *Disadvantaged Youth; Elementary School Students; Elementary School Teachers; English (Second Language); Grade 5; *Hispanic Americans; Intermediate Grades; *Parent Attitudes; Principals; Student Attitudes; *Student Needs; *Teacher Attitudes; Urban Schools
IDENTIFIERS- *Boston Public Schools MA; Language Minorities; Latinos

A study was done to determine what principals, teachers, parents, and children identify as the educational requirements and resources necessary to promote the educational success of Latino children. Four Boston (Massachusetts) elementary schools, all with large Latino student enrollments, were selected for the purposes of the study. Information was gathered from principals, teachers, 17 parents, and 90 Latino children through interviews, questionnaires, and classroom observations. Over 200 school personnel, children, and parents participated in the study; and over 100 hours of school observations and visits were completed. Focus was on the fifth grade. The major findings include the following: (1) school administrators did not identify needs unique to Latino children; (2) teachers focused on deficits in the children or difficulties in the home and environment; (3) the curriculum did not reflect significant inclusion of Latino cultural values, history, or realities of the Latino community; (4) teachers and school administrators emphasized promoting literacy in English at all schools; (5) many teachers identified teaching strategies that worked well with Latino children; (6) teachers expressed a need for inservice opportunities; (7) children were affected by the poor condition of the school buildings and the lack of books and materials; (8) all groups were frustrated at the low level of parental involvement; and (9) teachers and administrators identified a lack of planning for the transition to middle school. Included are 25 references. (JB)

ED 344 952 UD 028 608

Faces of Education, 91-92. IMPACT II Catalog of Teacher-Developed are notes on the contributors, and an index and extensive references for each paper. (JB)

ED 344 970 UD 028 646

Davidson, Mary E.; Kurtz, Norman R.
Monitoring Project CANAL Training Activities: 28 Phase II Schools Training for Core Planning Teams (Day 1, 2, 3, 4 and 5--September 17, 1990 to June 14, 1991). Fourth Quarter, Year 3 Progress Report (Period Ending August 31, 1991).
PUB DATE- Feb 92
NOTE- 141p.; For the third quarter report, see ED 343 974.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; Elementary Secondary Education; Leadership Training; *Management Teams; *Participation; Participative Decision Making; Program Implementation; School Based Management; *School Desegregation; School Districts; Statistical Data; Tables (Data); *Team Training; *Urban Schools; Workshops
IDENTIFIERS- *Chicago Public Schools IL; Project CANAL IL

As part of an ongoing effort to monitor the desegregation implementation of the Chicago (Illinois) Public Schools, a study was done to evaluate the participation of Core Planning Teams (CPTs) in 28 Phase II schools in the CANAL training project at the beginning of the third year of Project CANAL in the fall of 1990. Project CANAL provided five days of training to initiate CPTs to school-based management and shared decision-making. The study evaluated attendance and found that: (1) one school did not participate in the first and third day of the 5-day program; (2) five schools did not participate on Day 2; and (3) all 28 schools participated in the fourth and fifth days. Data also indicate the following: (1) principals were likely to be absent; (2) teachers were most likely to attend, with larger numbers being absent on the fourth and fifth days; (3) students were not likely to attend, with over 70 percent absent from the five training days; (4) teachers representing the Professional Personnel Advisory Council attended faithfully; (5) ancillary staff and parents were frequently absent; (6) only a third of the community members attended the first 2 days; (7) in no case did even half the local school council chairs attend, and (8) on Day 1 about a third of the LSC representatives were absent. Statistical data are included in 16 tables. Five appendices contain training summary tables; listings of the 28 schools, training center activities, and the monitoring commission staff; and a budget report. (JB)

ED 344 971 UD 028 647

Polite, Vernon C.
All Dressed Up with No Place To Go: An Ethnography of African American Male Students in an Urban High School. Draft.
PUB DATE- 92
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; *Black Students; Black Youth; *Disadvantaged Youth; Economically Disadvantaged;

ED 344 932 TM 018 281

Littlefield, John; And Others
Analyzing Written Comments by Performance Raters.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Classification; Evaluation Methods; *Evaluators; Examiners; Higher Education; *Interrater Reliability; Medical Education; *Medical Students; *Rating Scales; Surgery
IDENTIFIERS- *Letters of Recommendation; *Performance Based Evaluation

A four-level taxonomy is proposed to define the usefulness of rater written comments for supporting letters of recommendation. The taxonomy is used to classify comments on 220 rating forms by 25 raters from two surgery departments regarding performance by third-year medical students. Written comments were classified by the following taxonomy: (1) no comment; (2) vague comment (e.g., overall good performance); (3) descriptive comment (e.g., excellent rapport with patients); and (4) behaviorally referenced comment (e.g., excellent rapport with patients as indicated by numerous complimentary comments from patients). Behaviorally referenced comments were deemed the most useful to directors of clerkships. Two reviewers were trained to read and classify the written comments, and interrater reliability was assessed by having the raters read and classify 20 of the same forms. Results indicate that individual raters within a department and departments at separate sites differ in the percentage of written rater comments at each of the four levels. While individual rater differences account for differences in comment types, perceived departmental expectations also appear to influence the levels of written rater comments. There is a 13-item list of references. (SLD)

ED 344 933 TM 018 282

Beller, Michael
Tree Representation of Similarity and Dominance Relations between Tests and Items.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; *Decision Making; Difficulty Level; Equations (Mathematics); Foreign Countries; Higher Education; *Hypothesis Testing; Item Response Theory; *Mathematical Models; *Test Items
IDENTIFIERS- Additive Trees; Dominance Hierarchies; Hierarchical Decision Models; Israel; Local Independence (Tests); *Preference Trees; *Similarity (Concept)

It has previously been shown by M. Beller (1990) that an additive tree (Addtree, a hierarchical tree representation of similarity

Programs, 1991-1992.
PUB DATE- 92
NOTE- 89p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Art Education; Career Education; Catalogs; Communication Skills; Elementary Secondary Education; English (Second Language); Health Education; Mathematics Education; Middle Schools; Physical Education; Profiles; *Program Descriptions; Science Education; Social Studies; *Teacher Developed Materials; Urban Schools
IDENTIFIERS- *IMPACT II; *New York City Board of Education

Impact II was created in 1979 to reward and recognize creative New York City public school teachers and to disseminate successful programs through its teacher-to-teacher network. This catalog is a collection of profiles describing 64 exemplary programs developed by teachers in the New York City (New York) public schools. The profiles are organized by subject area and then divided by grade level. Each description headlines the program name, and then covers some or all of the following topics: (1) how it works; (2) who the staff is (describes the teachers that developed the program); (3) what you need; (4) what materials are available; (5) what else is helpful; (6) why it works; and (7) name of a teacher (with school location) to call or go to for more information about the program. The profiles themselves fall into the following categories: (1) the arts; (2) communication arts; (3) English as a Second Language; (4) health and physical education; (5) home and career education; (6) mathematics; (7) science; (8) social studies; and (9) Reebok grants for programs on social issues. Also included is a list of the IMPACT Review Committee members, a list of participating teachers, an index by borough and community school district and an index by school level and program title. Included are numerous black and white photographs and other illustrations. (JB)

ED 344 953 UD 028 616

Strodl, Peter
Ethnic Differences in Responses to Schooling: Perceptions of Organizational Climate in Multiethnic Middle Schools.
PUB DATE- 4 Nov 88
NOTE- 10p.; Paper presented at the Conference of the New York State Teachers of English to Speakers of Other Languages (Tarrytown, NY, November 4, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Educational Environment; *Ethnic Groups; Hispanic Americans; Intermediate Grades; Interpersonal Relationship; Junior High Schools; *Middle Schools; Multicultural Education; *Organizational Climate; *School Attitudes; Student Attitudes; *Student Reaction; Urban Youth; White Students
IDENTIFIERS- *Ethnic Differences; New York

A study was done to explore student perceptions of school environments in multiethnic, New York State middle schools and the impact of those perceptions on teacher efforts to develop social interaction within the schools. Using a survey questionnaire, 804 students from 5 middle schools selected for their multiethnic characteristics participated. Students were from all ability and middle school grade levels. Findings

Educational Quality; Ethnography; High Schools; *High School Students; *Males; Parent Participation; Student Characteristics; Teacher Student Relationship; Urban Schools; *Urban Youth
IDENTIFIERS- *African Americans

This paper is an ethnographic study of African American male students at an urban high school and an examination of the quality of education received by those students. The study population was composed of 115 African American males in the high school class of 1989 observed from January, 1987, through the December following their expected graduation date in 1989. The study used qualitative research strategies including participant observation; in-depth and semi-structured interviews with students, teachers, staff, and community residents; analytical memoranda; an analysis of official and unofficial documents; and an analysis of field notes. The study explored the status of African American males in Michigan, the history of the urban high school studied, teacher student relationships, parent school relations, career planning, testing issues, student insights and skepticism, academic outcomes, peer pressure and materialism, and the drug subculture. Data suggest that educational outcomes had declined dramatically in the past two decades, relationships between students and teachers were highly formal and distant, parents and teachers were detached from the life of the school, and the culture of the teenagers, particularly the drug subculture, had assumed ascendancy. Included are 19 references. (JB)

ED 344 972 UD 028 648

The Disproportionate Incarceration of Black and Hispanic Youth in New Jersey. Report of the Governor's Juvenile Justice and Delinquency Prevention Advisory Committee and Its Ad Hoc Subcommittee on Minority Issues.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 1 Mar 90
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Youth; Correctional Rehabilitation; Crime; *Disadvantaged Youth; Economically Disadvantaged; Ethnic Discrimination; Federal Legislation; *Hispanic Americans; *Juvenile Justice; Minority Group Children; *Prisoners; *Racial Discrimination; State Legislation; State Surveys; Urban Youth
IDENTIFIERS- *New Jersey

This report describes the disproportionate incarceration of minority youth in the state of New Jersey. It opens with an introduction followed by a section, "Problem Statement," which describes the plight of New Jersey's Black and Hispanic children, research in this area, recent historical trends, state and community programs, and the need for alternatives. The next section, "Historical Perspective," details the last 20 years of major changes in the New Jersey juvenile justice system in response to both state and Federal legislation. "Minorities in New Jersey: Highlights of Existing Reports" offers details of gubernatorially appointed and legislatively established committees as well as a variety of agencies that have studied the problems of youth and developed reports with substantive recommendations. A conclusion sums up the views and work of the committee. A final section details recommendations in the following areas: (1) prevention; (2) cultural data developed by S. Sattath and A. Tversky in 1977), may be useful for representing the structure between tests and items through the similarity among them as measured by their intercorrelations. In this study, the preference tree (Pretree, a hierarchical tree representation of preferences among alternatives developed by A. Tversky and S. Sattath in 1979) is proposed as suitable for representing dominance relations among test items, as measured by their relative difficulties. The key assumption underneath the Pretree model tested by the trinary condition will serve as a means for testing hypotheses about the similarity structure among the items. The dominance relation is examined under the scalogram model, the local independence assumption, and item response theory models. Data from the Psychometric Entrance Test administered to applicants to the Hebrew University in Jerusalem (Israel) provide an illustration. Pretree suggests a parsimonious way of representing sets of items with different degrees of dependencies among them. The tree structure will represent the dissimilarity among items. The length of branches will reflect the difficulty level of each item and the ratio of these branches will reflect the degree of dominance between the items. One table, multiple figures, and 19 references are included. (SLD)

ED 344 934 TM 018 284

Pence, Penny; Petrosky, Anthony
Defining Performance Standards and Developing an Assessment for Accomplished English Language Arts Teaching of Young Adolescents. Draft.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Adolescents; Definitions; Educational Assessment; Elementary School Teachers; *English; Higher Education; Intermediate Grades; *Language Arts; Licensing Examinations (Professions); National Competency Tests; *Performance; Secondary Education; Secondary School Teachers; *Teacher Certification; Teacher Evaluation; Test Construction
IDENTIFIERS- Performance Based Evaluation; *Standard Setting; *Teacher Competency Testing

The work of the Assessment Development Laboratory (ADL) at the University of Pittsburgh (Pennsylvania) in developing an assessment for identifying accomplished teachers of English language arts to young adolescents (aged 11 to 15 years) for the National Board for Professional Teaching Standards (NBPTS) is reviewed. The assessment is meant to evaluate teachers' abilities to meet standards set by a committee of 12 professionals, most of whom are teachers with various areas of expertise, the Early Adolescence/English Language Arts (EA/ELA) committee. Problems encountered in the assessment development and standard setting are described, beginning with a discussion of how the generic propositions of accomplished teaching defined by the NBPTS influenced the attempt at standard setting. At least in part because of the generic nature of the developing standards, the ADL group ended up operationalizing standards in a way that differed little from the process that would have occurred if they had been given a set of general indicate that multiethnic middle schools appear to have low structures, high social relationships, and rather ambivalent feelings about relationships with teachers as well as low academic initiative. In addition, along racial lines, both Black and White students see their teachers as interested in them, but with emphasis on different factors. Hispanic American students emphasize social issues with higher concern for peer friendliness and school loyalty. Black students emphasize group solidarity and feel that they are conscientious about school but that school is monotonous. White students see their teachers as interested in them in connection with social activities. They also emphasize being busy with group activities, orderlines, new ideas, teacher efforts to plan, and good manners among students. Overall, the data show a complexity of deep psychological underpinnings of ethnic perceptions driving behavior among students. Included are 6 tables and 29 references. (JB)

ED 344 954 UD 028 620

Vandell, Kathy; Dempsey, Scott B.
Stalled Agenda: Gender Equity and the Training of Educators.
PUB DATE- Jun 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; Educational Change; *Elementary School Teachers; *Equal Education; Females; Higher Education; Minority Group Children; *School Restructuring; *Secondary School Teachers; *Sex Bias; Sex Discrimination; *Teacher Education; Teaching Methods
IDENTIFIERS- Reform Efforts

This issue brief provides an overview of the importance of providing educators with initial training and continuing professional development opportunities in gender-fair teaching. The brief describes recent research revealing that 20 years after the passage of sex discrimination in education legislation, American schools still engage in gender-biased practices. Studies show that curricula largely ignore the contributions of women, teachers have lower expectations of girls, and girls receive less attention in class. A central discussion of issues in teacher training reform includes restructuring teacher education, curriculum reform, classroom dynamics, staff development, recruitment among minorities, advancement and attrition, teacher empowerment within schools, accreditation, certification, and pay scales. A section on how different types of institutions can assist in the teacher training reform efforts describes possible roles for the Federal Government, state government, businesses, colleges and universities, education school faculty, school district administrators, and community organizations. The brief includes two side-bars. The first lists information and contact persons for five gender-fair teacher training workshops. The second lists a variety of resources, materials, and fellowships available from the American Association of University Women. One figure, two photographs, and 14 footnotes are included. (JB)

ED 344 955 UD 028 623

Goodwin, Judy; And Others
Asian Remedial Plan: A Study of Sheltered and Co-Taught Classes in New Instructional Model Secondary Schools. Final Report No.

sensitivity/competencies/training; (3) legislation and the juvenile code; (4) evaluation and accountability; (5) employment and vocational training; (6) funding; and (7) miscellaneous. Appendix A lists and describes seven New Jersey children and youth commissions and committees. Appendix B contains a dissenting opinion (M. J. O'Shea). (JB)

ED 344 973 UD 028 649

Bruckerhoff, Charles E.
Getting up at the Crack of Noon: Children on Public Assistance.
PUB DATE- 24 Mar 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Youth; Children; Economically Disadvantaged; Ethnography; Family Problems; Field Studies; *Ghettos; Low Income Groups; *Personal Narratives; Police Community Relationship; *Poverty; Public Policy; Urban Culture; *Urban Problems; Urban Youth; *Welfare Recipients
IDENTIFIERS- *African Americans; Vignettes

This study presents findings from an ongoing study of urban childhood on public assistance. The study used interviews with aldermen, social workers, police, public housing and ghetto neighborhood residents, and medical personnel as well as the collection of field study data from local institutions and their representatives. The results appear in four vignettes or "ghettoscapes" that capture different but related aspects of collective poverty. The first vignette, "Artist and Pastor," is a stand-alone interview statement of the Reverend Jacob. In the second vignette, "White Boy's Exit," thoughts and feelings are used to create a word picture that describes the suicide death of a white youth in the emergency room. The third vignette, "Doctor Mike," is a stand-alone interview statement of a local doctor in the community. The fourth vignette, "Black Man Goes to Jail," exhibits a family struggle among an elderly mother, an adult daughter, and an adult son. The data indicate that enforced minimum personal and social control causes poor people to face losing both their heritage and the privilege to work their culture out little by little to their benefit. Poor people's systemic violent action directed against themselves and others is a sign that American society treats its poor in unjust ways. Included are 17 references. (JB)

ED 344 974 UD 028 652

Frau-Ramos, Manuel; Nieto, Sonia
"I Was An Outsider": Dropping Out among Puerto Rican Youths in Holyoke, Massachusetts.
SPONS. AGENCY- Massachusetts Univ., Boston. Mauricio Gaston Inst. for Latino Community Development and Public Policy.
PUB DATE- Aug 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disadvantaged Youth; Dropout Attitudes; Dropout Characteristics; Dropout Rate; *Dropouts; Economically Disadvantaged; English (Second Language); *Etiology; High

standards and the responsibility for operationalizing them. The ADL group, and not the standards committee, became responsible for selecting specific assessment tasks, identifying indicators of candidate knowledge, and identifying observable behaviors that would determine candidates' board certification. Two references are provided, and an appendix lists six EA/ELA dimensions of accomplished teaching. (SLD)

ED 344 935 TM 018 297

Davison, Mark L.; Chang, Yu-Wen
Measurement Accuracy: An Application of Multidimensional Item Response Theory to the Woodcock-Johnson Psycho-Educational Battery-Revised Achievement Scales.
PUB DATE- Apr 92
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Adults; Equations (Mathematics); Error of Measurement; Estimation (Mathematics); Information Theory; *Item Response Theory; *Mathematical Models; Mathematics Tests; *Measurement Techniques; Multidimensional Scaling; Reading Tests; Scores; Test Validity; Vectors (Mathematics)
IDENTIFIERS- *Ability Estimates; Accuracy; *Woodcock Johnson Psycho Educational Battery

A two-dimensional, compensatory item response model and a unidimensional model were fitted to the reading and mathematics items in the Woodcock-Johnson Psycho-Educational Battery-Revised for a sample of 1,000 adults aged 20-39 years. Multidimensional information theory predicts that if the unidimensional abilities can be represented as vectors in the two-dimensional solution, then the multidimensional model can be used to obtain ability scores with smaller standard errors. In reading, the multidimensional model yielded scores with smaller standard errors, but multidimensional scores from subtests within reading were identical to the overall reading score. In mathematics, unidimensional scores were non-linearly related to multidimensional ability estimates, and for some subjects, multidimensional ability scores had larger standard errors. There is a 16-item list of references. One table and 12 figures provide analysis information. (Author/SLD)

ED 344 936 TM 018 298

Ackerman, Terry A.
Assessing Construct Validity Using Multidimensional Item Response Theory.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; Equations (Mathematics); *Estimation (Mathematics); Item Bias; *Item Response Theory; *Mathematical Models; Multidimensional Scaling; Raw Scores; Test Construction; *Test Items; *Vectors (Mathematics)

9202.
PUB DATE- Aug 91
NOTE- 21p.; For related documents, see UD 028 624-628.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; English (Second Language); *High School Students; Instructional Effectiveness; *Instructional Innovation; Intermediate Grades; *Junior High School Students; *Limited English Speaking; Middle Schools; *Remedial Programs; School Districts; Secondary Education; Secondary School Curriculum; Student Attitudes; Team Teaching; Urban Schools
IDENTIFIERS- Language Minorities; Middle School Students; *Philadelphia School District PA; Sheltered English

This study assesses students' perceptions of and performance in sheltered and co-taught classes in an Asian remedial plan in Philadelphia's (Pennsylvania) New Instructional Model (NIM) secondary schools. The study used end-of-year marks and student focus groups to collect data. The focus groups were conducted with 247 Asian limited English proficiency (LEP) students in groups of 5 or 6 attending 7 of the 10 NIM middle schools and high schools in the 1990-91 school year. This number represented 62 percent of Asian LEP students attending sheltered and co-taught classes at Levels 2 and 3. The results indicate that the overwhelming majority of high school and middle school students (79 and 85 percent, respectively) attending sheltered and co-taught classes believes that classes with native English speakers would be more helpful in improving their English skills. Students rank the difficulty of subjects, and analyses of marks confirm their perceptions. Students report receiving academic assistance from tutors and teachers. Students in the co-taught classes are generally positive about the situation. Most students feel they are ready to take classes with native English speakers; however, these students anticipate difficulties with their English skills. Analyses of marks show that a high percentage of the Asian students received passing grades in most content areas. Four tables are included. (JB)

ED 344 956 UD 028 624

Goodwin, Judy; And Others
Asian Remedial Plan: A Study of Sheltered and Co-Taught Classes in New Instructional Model Secondary Schools. Interim Report No. 9114.
PUB DATE- Mar 91
NOTE- 39p.; For related documents, see UD 028 623-628.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; Classroom Techniques; English (Second Language); *High School Students; *Instructional Innovation; Intermediate Grades; *Junior High School Students; *Limited English Speaking; Middle Schools; *Remedial Programs; School Districts; Secondary Education; Staff Development; Teacher Role; Teaching Methods; Team Teaching; Urban Schools
IDENTIFIERS- Language Minorities; *Philadelphia School District PA; Sheltered English

This study examined 69 sheltered classes and 26 co-taught classes established in 10 New Instructional Model secondary schools in Philadelphia (Pennsylvania) in the 1990-91 school year. Focus is on the following topics: (1) the extent to which sheltered and co-taught classes are operational at each of the schools; (2) the type and quality of staff development offered to

Schools; *High School Students; Puerto Rican Culture; *Puerto Ricans; *Urban Youth
IDENTIFIERS- *Massachusetts (Holyoke)

A study was done to examine the reasons why Puerto Rican youth from the Holyoke (Massachusetts) Public School System drop out of high school and the effect of dropping out of school on the Latino community. The study was conducted using data provided by the Holyoke School Department and drawn from Students' cumulative folders and school district annual reports, which provided information on administrative practices and policies, students' socioeconomic background, and academic performance. The study population included 125 members of the 273 Holyoke High School graduating class of 1990 and 82 students who dropped out during their junior or senior year. Three male dropouts were located and interviewed by telephone. Findings indicate the following: (1) a 68 percent dropout rate among Puerto Rican youth; (2) a lower dropout rate for Puerto Rican students born in Holyoke compared to those born in Puerto Rico; (3) those enrolled in the Transitional Bilingual Education program were half as likely to leave school; (4) the gap between Hispanic Americans and Whites was largest in the area of ability grouping; (5) the curriculum is at odds with the experiences and culture of the majority of students; (6) Hispanic American students had higher grade point averages overall than did White students; and (7) Spanish was the primary language among Hispanic American high school students. Implications of the study for school policy and practice are considered under the following headings; (1) Maintain and strengthen bilingual progams; (2) Reform the curriculum; (3) Rethink ability grouping; (4) Revise retention policies; (5) Develop work-study programs as incentives for young people to stay in school; (6) Improve counseling practices; (7) Maintain reliable records and accurate information about dropouts; (8) Reform disciplinary policies; (9) Investigate teacher--student interactions; and (10) Develop a more welcoming school climate. Included are 63 references. (JB)

ED 344 975 UD 028 655

Baker, Anita M.; Weinbaum, Alexandra T.
Lessons from the High School Redirection Replication.
PUB DATE- Apr 92
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demonstration Programs; *Disadvantaged Youth; Dropout Prevention; Dropout Programs; Dropouts; *Educational Innovation; High Schools; *Nontraditional Education; *Potential Dropouts; School Effectiveness; Urban Schools

A study was done to describe the development of seven alternative schools for youth who dropped out of high school or who were at risk of doing so on the model of a Brooklyn (New York) alternative school, High School Redirection. The replication demonstration took place in the 1988-89 and 1989-90 school years in Cincinnati (Ohio), Denver (Colorado), Detroit (Michigan), Los Angeles (California), Newark (New Jersey), Stockton (California), and Wichita (Kansas). Only six sites, however, were fully participating: Denver ceased participating in the documentation/technical assistance project in Year 2, and Detroit did not open its alternative school until Year 2.

IDENTIFIERS- Item Parameters; *Validity Sector

The concept of a user-specified validity sector is discussed. The idea of the validity sector combines the work of M. D. Reckase (1986) and R. Shealy and W. Stout (1991). Reckase developed a methodology to represent an item in a multidimensional latent space as a vector. Item vectors are computed using multidimensional item response theory item parameter estimates obtained from calibration programs such as NOHARM II (C. Fraser, 1983). The direction indicated by an item's vector indicates the composite of skills that the item is sensitive to measuring. Shealy and Stout developed a procedure (Simultaneous Item Bias) to detect item bias that encourages the user to identify (and condition on the scores from) only the most valid test items. T. A. Ackerman (1991) suggested that the most valid items for a given test could easily be identified from a plot of the item vectors. That is, the construct valid items should be measuring similar composites and thus lie within a definable sector. Items that lie outside this sector are assessing unintended-to-be-measured skills, and this could be considered construct invalid. This paper describes several uses of the validity sector, including how it can be used to construct tests, detect biased items, and define the raw score scale for a test. One table and 14 vector plots support the discussion. There is a 15-item list of references. (Author/SLD)

ED 344 937 TM 018 299

Ackerman, Terry A.; Evans, John A.

An Investigation of the Relationship between Reliability, Power, and the Type I Error Rate of the Mantel-Haenszel and Simultaneous Item Bias Detection Procedures.

PUB DATE- Apr 92

NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 21-23, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Equations (Mathematics); *Error of Measurement; *Item Bias; *Mathematical Models; Monte Carlo Methods; Raw Scores; *Sample Size; Test Items; *Test Reliability

IDENTIFIERS- Ability Estimates; *Mantel Haenszel Procedure; Power (Statistics); *Simultaneous Item Bias Procedure; Type I Errors

The relationship between levels of reliability and the power of two bias and differential item functioning (DIF) detection methods is examined. Both methods, the Mantel-Haenszel (MH) procedure of P. W. Holland and D. T. Thayer (1988) and the Simultaneous Item Bias (SIB) procedure of R. Shealy and W. Stout (1991), use examinees' raw scores as a conditioning variable in the computation of differential performance between two groups of interest. As a result, the extent to which examinees' observed scores accurately reflect their true abilities plays an important role. If examinees are misrepresented by their observed score (as for a test with low reliability) then the ability of bias detection methods to determine item bias may not be very accurate. Results of Monte Carlo studies (40-item test, 720 testing conditions) suggest that for a fixed-length test, the power of both statistics increases moderately as reliability is increased and substantially as sample size is increased. However, the combination of small sample sizes and high reliability results in a decrease of power. For most of the simulated conditions, teachers of these classes; and (3) the extent to which teachers of co-taught and sheltered classes diversified their instructional strategies to meet the needs of Limited English Proficiency (LEP) Asian students. The study collected data through teacher workshop evaluation feedback and an in-depth study using observations and interviews of 44 teachers. The evaluation feedback indicates that teachers want more help. The in-depth study shows that most teachers in the sample make language modifications and modifications in materials to meet the needs of LEP students; however, few teachers use visual aids or engage student in hands-on activities. Results demonstrate mixed satisfaction among the team teachers. Teachers report that most students receive passing grades, although high school teachers report student difficulty with reading comprehension, lack of vocabulary knowledge, and inexperience with the concepts taught. Included are two tables. Statistical data for 10 schools are tabulated in one appendix. (JB)

ED 344 957 UD 028 625

Goodwin, Judy; And Others
Asian Remedial Plan: A Study of Asian Students Who Exited from ESOL at the Seven "Original" New Instructional Model Schools. Report No. 9209.
PUB DATE- Oct 91
NOTE- 21p.; For related documents, see UD 028 623-628.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Asian Americans; *Elementary School Students; Elementary Secondary Education; *English (Second Language); Grades (Scholastic); *High School Students; Instructional Effectiveness; Instructional Innovation; *Junior High School Students; Limited English Speaking; Middle Schools; Remedial Programs; School Districts; *Student Attitudes; Urban Schools
IDENTIFIERS- Language Minorities; Middle School Students; *Philadelphia School District PA

This document describes how Philadelphia's (Pennsylvania) Asian students who exited from the English-as-a-Second-Language (ESOL) program in June 1990 at seven New Instructional Model schools functioned in mainstream classes. The study population included 42 high school students, 6 middle school students, and 13 elementary school students. The data were collected through student focus groups, interviews with each student's English and science teachers, and an analysis of end-of-year marks. The results indicate that 88 percent of the high school students felt that the ESOL program adequately prepared them to compete with native English speakers, although they would have liked more intensive practice in their English language skills. Ninety percent of the high school students reported passing all subjects in mainstream classes. Teachers reported that 56 percent of the high school students still had problems with their English skills. The six middle school students all felt that the ESOL program adequately prepared them to compete with native English speakers. Five of the six middle school students reported that they were passing all subjects in mainstream classes, but two students felt that they still had problems with English. Teacher interviews confirmed this finding. Of the 13 elementary school students, teachers reported that 8 students had no problems with their classroom work. Analyses of student grades showed a majority receiving As and Bs in all subjects. Statistical data are provided in four tables. (JB)

Qualitative and quantitative methods were used to study the schools including the following: (1) site visits; (2) student opinion surveys; (3) student data surveys; (4) assessment of school outcomes; and (5) assessment of student outcomes. For the most part sites were able to replicate the model criteria. The replication of the educational content of the model was more complex and depended on several locally controlled factors. Findings on school and student outcomes indicate that schools enrolled and retained a substantial number of at-risk students, that more than 50 percent of the students persisted in all of the schools for both years, and that retention and persistence improved at all sites. Included are 2 tables, 2 appendices containing 6 tables, and 43 references. (JB)

ED 344 976 UD 028 656

Shatles, Diane
Conflict Resolution through Children's Literature. Impact II.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Conflict Resolution; Elementary Education; Guides; Lesson Plans; Problem Solving; *Program Descriptions; *Teacher Developed Materials; Teaching Methods
IDENTIFIERS- Peace Education

This document describes a teacher-developed, elementary school level program that teaches conflict resolution through children's literature. This is a whole language/peace education program in which children learn creative ways to solve conflicts by reading and writing stories about conflicts. The document opens with a reproduction of the program description as it appeared in an Impact II catalog of exemplary programs developed by New York City teachers. This is followed by a brief paper entitled "Peace Education and Conflict Resolution in the Inner City," presented by the text of a speech given by Diane Shatles, who developed the program, at an international conference on reading held in London (England) in 1986. The bulk of the document presents the program itself through descriptions of lesson plans and other materials. The lesson plans are: (1) What Is a Friend?; (2) Developing the Concept of Conflict as Being a Difficult but Normal Part of Life; and (3) Conflict Resolution--Stealing. Also included are a diagram of a sample conflict web, a worksheet on "What is Conflict?", a diagram of the problem solving cycle, and other problem solving exercises. A 23-item list of appropriate children's literature grouped by theme, a 9-item resource list, and a 24-item list of useful children's books are provided. (JB)

ED 344 977 UD 028 665

Schwartz, Wendy; Hanson, Katherine
Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 4p.; Digest is based on a monograph, "Teaching Mathematics Effectively and Equitably to Females" by K. Hanson.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

the MH and SIB procedures have very similar rates of correctly rejecting the biased item. Sixteen plots illustrate the discussion. There is a 15-item list of references. (SLD)

ED 344 938 TM 018 324

Educational Statistics Yearbook of China 1990.
PUB DATE- 90
NOTE- 364p.; For the 1989 Yearbook, see ED 338 645.
LANGUAGE- Chinese; English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Annual Reports; Educational History; Elementary Secondary Education; Enrollment; Foreign Countries; Higher Education; *Institutional Characteristics; National Programs; *National Surveys; *School Statistics; Special Education; *Student Characteristics; *Tables (Data)
IDENTIFIERS- *China; *Educational Information

This informational yearbook reflects the development of the educational system of the People's Republic of China using data from the provincial governments and municipalities. Information is presented in the following tables: (1) national summary tables; (2) higher education; (3) secondary education; (4) primary education; (5) special education; (6) pre-primary education; (7) adult education; (8) examinations for self-taught students; (9) public expenditure on education; (10) geographical distribution of schools by type and level; and (11) overview of educational development in cities listed as independent planning agencies. In all, there are 125 tables. The text is presented in parallel Chinese and English versions, and statistical data are given in Arabic numerals. (SLD)

ED 344 939 TM 018 334

Koretz, Daniel
NAEP and the Movement toward National Testing. Draft.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Educational Assessment; Educational History; Elementary Secondary Education; *Evaluation Methods; National Competency Tests; National Norms; *National Programs; Political Influences; Student Evaluation; *Testing Programs; Test Use
IDENTIFIERS- *Monitoring; *National Assessment of Educational Progress; Trial State Assessment (NAEP)

Roles suggested for the National Assessment of Educational Progress (NAEP) in proposed national testing are discussed. Recent proposals center around monitoring, evaluation and accountability, and serving as a benchmark for other tests. Monitoring has been the traditional function of the NAEP, and in this role, its influence has been substantial. The movement to use this assessment for evaluation and accountability is well under way, as exemplified in the Trial State Assessment of 1990 and its extensions. Proposals to use the NAEP would, in effect, use it as a substitute for publisher's norming samples or as a national anchor test. These proposals raise the

ED 344 958 UD 028 626

Goodwin, Judy; And Others
A Study of the Bilingual Instructional Support Component in New Instructional Model Schools. Prepared Pursuant to the Remedial Plan for Limited English Proficiency Asian Students. Report No. 9119.
PUB DATE- Jun 91
NOTE- 36p.; For related documents, see UD 028 623-628.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Bilingual Education; *Elementary School Students; Elementary Secondary Education; *English (Second Language); *High School Students; Instructional Effectiveness; Instructional Innovation; *Junior High School Students; Limited English Speaking; Middle Schools; Remedial Programs; School Districts; Student Attitudes; Tutoring; Urban Schools
IDENTIFIERS- Language Minorities; *Philadelphia School District PA

This study assessed the bilingual instructional support component in Philadelphia's (Pennsylvania) New Instructional Model schools in the 1990-91 school year. Focus was on the following topics: (1) the extent to which the bilingual instructional support component had been implemented in the 32 schools; (2) the appropriateness and quality of the tutoring provided at the 11 schools selected for in-depth study; and (3) Asian high school students' perceptions on how well the bilingual instructional support components met their need for academic assistance. Data included that 118 tutors had been hired, of whom 71 percent were Asian. Observation data showed that in most high schools classes, teachers and tutors circulated to assist students. At the elementary school level, regular English-as-a-Second-Language (ESOL) instruction took place while tutors worked with one or more students at the back of the classroom or another location. Teacher interviews showed general satisfaction with tutors, although some teachers were unsure of the tutors' knowledge and some differed in their direction of the tutors. Recommendations include recruiting more tutors and providing training and other improvements to the tutoring component. Student focus groups conducted with 40 high school students showed that 85 percent of the students found the bilingual instructional support period helpful. An appendix tabulates the survey results for 32 schools. (JB)

ED 344 959 UD 028 627

Li, Keh-nan; Patton, David B.
Asian Remedial Plan: Compliance Report. Report No. 9116.
PUB DATE- Apr 91
NOTE- 81p.; For related documents, see UD 028 623-628.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; Bilingual Education; Committees; Counseling; *Elementary School Students; Elementary Secondary Education; *English (Second Language); *High School Students; *Junior High School Students; Limited English Speaking; Minority Group Teachers; *Remedial Programs; School Districts; Student Placement; Teacher Recruitment; Urban Schools
IDENTIFIERS- Language Minorities; *Philadelphia School District PA

This report describes the following five areas of compliance in the Philadelphia (Pennsylvania) public school Remedial Plan for

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Classroom Techniques;
  Cognitive Style; Elementary Secondary Education; *Equal
  Education; *Females; *Mathematics Education; Sex Bias; Sex
  Differences; *Sex Discrimination; Sex Fairness; Sex Role;
  Socialization; Student Educational Objectives; Teacher Role;
  Teaching Methods
IDENTIFIERS- ERIC Digests

This Digest reviews common teaching practices and methods of communication in the classroom to indicate the treatment of female students that inhibits their ability to successfully learn mathematics as well as identifying some negative attitudes about female mathematics achievement held by teachers and parents that may deter girls from continuing their mathematics education. A look at socialization issues indicates that a decline in self-esteem and capitulation to the forces of socialization encourage girls to focus on their bodies at the expense of a whole-person or achievement orientation. Exploration of learning styles finds that male styles of learning are more often found in mathematics classes, and that girls think that mathematics has no utility in their lives. An analysis of traditional teaching methods and curricula also finds that the classroom structure, designed to foster independent non-collaborative thinking, is most supportive of white male, middle-class socialization models. A review of the role of teachers in learning finds that teachers unconsciously give more attention to male students and that female students expect and receive less attention. Recommendations for change conclude the Digest. Fourteen references are included. (JB)

ED 344 978   UD 028 666

Hahn, Andrew
Managing Youth Programs: A Critical Gap in the Research. ERIC/CUE
  Digest, Number 79.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 4p.; Digest is based on an unpublished paper, "Inside Youth
  Programs: A Paper on the Limitations of Research" by A. Hahn.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071)
DESCRIPTORS- Administrative Principles; *Administrative Problems;
  Disadvantaged Youth; *Program Administration; Program
  Effectiveness; Program Evaluation; Program Implementation;
  Research Design; Research Problems; *Youth Programs
IDENTIFIERS- ERIC Digests

This Digest argues that management factors are central to youth program successes and failures and that these factor have been ignored in research on youth programs. Instead, the Digest notes that research and evaluation of programs have focused on the following: (1) whether the right audience is served; (2) whether to make incremental improvements or radical changes in program design; and (3) whether data about program effectiveness were gathered or interpreted properly. Drawing from evaluations of several programs the Digest suggests the following four elements essential for quality program management: (1) a well-managed service delivery system; (2) effective targeting and recruiting; (3) a well-articulated and consistent identity; and (4) sound leadership and an effective staff. In addition, funding mechanisms usually do not allow for following technical issues: (1) linking a broad matrix-sampled test to narrower student-level tests; (2) linking taught-to tests to uncorrupted tests; (3) keeping the NAEP itself uncorrupted; and (4) erroneous evaluations based on insufficient data. It is concluded that the NAEP remains best suited for its original monitoring function. There is a 13-item list of references. (SLD)

ED 344 940 TM 018 335

Chang, Yu-Wen; Davison, Mark L.
A Comparison of Unidimensional and Multidimensional IRT Approaches to Test Information in a Test Battery.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Testing; Computer Simulation; Correlation; *Error of Measurement; *Estimation (Mathematics); *Item Response Theory; Mathematical Models; Research Design; Sample Size; Scores; *Test Bias
IDENTIFIERS- Ability Estimates; *Multidimensional Models; Test Batteries; *Unidimensional Models

Standard errors and bias of unidimensional and multidimensional ability estimates were compared in a factorial, simulation design with two item response theory (IRT) approaches, two levels of test correlation (0.42 and 0.63), two sample sizes (500 and 1,000), and a hierarchical test content structure. Bias and standard errors of subtest scores (subtests within longer tests) were smaller for the multidimensional approach, but the bias of longer test scores did not improve. Sample size and test intercorrelation had a negligible effect on the results. As the number of items in a test becomes large, in an absolute sense, and relative to the total number in the battery, the advantage of the multidimensional approach seems to disappear. Two tables and 13 figures present results of the simulation. There is an 11-item list of references. (SLD)

ED 344 941 TM 018 336

Hunsaker, Scott L.
Program Design as Program Evaluation.
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Decision Making; *Evaluation Methods; Evaluation Problems; Evaluation Utilization; Evaluators; *Planning; *Problem Solving; *Program Design; Program Evaluation; Theory Practice Relationship

Program design can aid problem-solving or decision-making tasks faced by evaluators. It can be used to facilitate evaluation planning through the definition of program boundaries and the generation and focusing of evaluation questions. Further, it can provide evaluation information about theoretical, historical, and political contexts of a program; about program

Services to Asian Limited English Proficiency (LEP) students: (1) counseling services; (2) assignment of students to English-as-a-Second Language (ESOL) Levels 1 and 2; (3) pupil support committees (PSCs); (4) personnel/deployment of Asian staff in an Asian language; and (5) instructional materials. The study gathered data using Compliance Checklists completed in December, 1990. The following results are highlighted: (1) 22 of 32 New Instructional Model schools reported that Asian Bilingual Counseling Assistants were helping LEP students with their adjustment to the school setting; (2) 26 schools reported that ESOL level 1 students were preliterate in both English and their primary language and that students were carefully monitored for prompt movement to ESOL Level 2; (3) 29 schools reported that students experiencing significant learning and/or adjustment problems had been referred to the PSC, and in all but one case, the PSC had met about these students; and (4) the School District appointed 27 new Asian bilingual employees in the 1990-91 school year. The report describes district efforts to recruit Asian bilingual personnel. Statistical data are included in nine tables. An appendix making up 75% of the document contains 41 tables listing instructional materials used in ESOL classes and in sheltered and co-taught classes in 41 high schools, middle schools, and elementary schools in Philadelphia. (JB)

ED 344 960 UD 028 628

Li, Keh-nan; Patton, David
Asian Remedial Plan: Compliance Report. Report No. 9204.
PUB DATE- Sep 91
NOTE- 20p.; For related documents, see UD 028 623-627.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; *Asian Americans; Communication Problems; Compliance (Legal); Elementary Secondary Education; *English (Second Language); Interpreters; *Limited English Speaking; *Parent Participation; Parent School Relationship; *Program Effectiveness; Program Evaluation; Remedial Programs; School Districts; Urban Schools; Vocational Education
IDENTIFIERS- Language Minorities; *Philadelphia School District PA

This report describes the following four areas of compliance in the Philadelphia (Pennsylvania) public school Remedial Plan for Services to Asian Limited English Proficiency students: (1) vocational support services; (2) Welcome Centers; (3) communications; and (4) overage youth. Data were obtained through interviews with key program personnel, reviews and analyses of program documents and computerized file data, responses to Compliance Checklists, and data from the Student Information Management and Evaluation System. The following results are highlighted: (1) the Vocational Support Services Program offered three instructional alternative models to 178 limited English speaking students during the 1990-91 school year; (2) all 32 New Instructional Model schools used Welcome Center test data in making English-as-a-Second-Language (ESOL) placement decisions; (3) Welcome Center test data were made available to students' subject content teachers; (4) 26 schools used translations of all form letters and report cards in the students' native languages; (5) 31 schools provided translators for non-English speaking parents at parent-educator meetings and conferences; and (6) six percent of kindergarten through fourth grade students were overage, five percent of kindergarten through eighth grade students were overage, and long-term, stable staffing as funders expect services to begin as soon as the grant is made and ignore the fact that the staff must be hired and trained. Consequently, many programs are poorly run. One national study is cited as finding that low salaries and workers' perceptions of a lack of advancement in the field contributed to high turn-over while program managers reported that they preferred to hire more staff over investing in training existing staff. Included are five references. (JB)

ED 344 979   UD 028 669

Werner, Emmy E.; Smith, Ruth S.
Overcoming the Odds: High Risk Children from Birth to Adulthood.
PUB DATE- 92
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement; *At Risk Persons; Case Studies; Cohort Analysis; Delinquency; *Disadvantaged Youth; Early Parenthood; *Economically Disadvantaged; Ethnic Groups; *Individual Development; Individual Differences; *Life Events; Longitudinal Studies; Mental Disorders; Resistance (Psychology)
IDENTIFIERS- *Hawaii (Kauai); Vulnerability

The lives of 505 individuals born in 1955 on the island of Kauai (Hawaii) were followed from the prenatal period to adulthood to elucidate their resilience in the face of childhood adversity or their recovery in later years. The Kauai Longitudinal Study monitored the impact of a variety of biological and psychosocial risk factors, stressful life events, and protective factors on the development of these individuals from a mixture of ethnic groups (primarily Japanese, Hawaiian, and Pilipino). One of every three members of this cohort was born with the odds against successful development. Nevertheless, one of every three of these high risk children had developed into a confident, capable, and caring young adult by age 18. This book, the fourth about this cohort, examines members at 30 years of age, with emphasis on work life, marriage, and parenthood. Attention is paid to outcomes for teenage mothers, juvenile delinquents, and children with mental health problems as they mature. A common core of individual differences and sources of support is beginning to emerge that ameliorates or buffers a person's responses to constitutional risk factors or stressful life events. Several case histories and vignettes illustrate the struggles of cohort members. Twenty-eight tables in two appendices and nine figures supplement the discussion. Included are 142 references. (SLD)

ED 344 980   UD 028 671

Thomas, R. Murray, Ed.
Education's Role in National Development Plans: Ten Country Cases.
PUB DATE- 92
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Developed Nations; Developing Nations; *Educational Development; Educational Objectives; Educational Planning; Elementary Secondary Education; *Foreign Countries; Higher Education; International Studies; *National Programs;

components requiring further planning; and about current program operations. The program design document provides program personnel with both graphic and narrative accounts of the various components of a program at multiple levels. Finally, program design provides an evaluation standard against which to compare program performance. Examples of ways in which developing a formal program design yields information that can be used as evaluation information are provided. An appendix contains diagrams of program designs of two public school programs and summaries of three design levels for a program for gifted students. There is an eight-item list of references. (Author/SLD)

ED 344 942 TM 018 342

Hirsch, Thomas M.; Miller, Timothy R.
Investigation of the Dimensional Structure of the P-ACT .
PUB DATE- May 91
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Entrance Examinations; Estimation (Mathematics); Factor Analysis; *Factor Structure; High Schools; *High School Students; *Item Response Theory; Scores
IDENTIFIERS- Ability Estimates; *Dimensionality (Tests); Parallel Test Forms; *Preliminary American College Test Plus; Stouts Procedure

Results of several analyses of the dimensional structure of four forms of the Preliminary American College Test Plus (P-ACT) are presented. Dimensionality was assessed using factor analysis, multidimensional item response theory (IRT), and the Stout Test for Essential Unidimensionality (STEU). Analyses were conducted with data from the spring 1987 and 1988 equating administrations of the P-ACT , each with about 1,600 examinees. Factor analyses showed that all tests contained a dominant factor with several additional factors of varying importance. These results were essentially replicated by the multidimensional IRT (MIRT) analyses. The STEU indicated that the tests on each form were not unidimensional. These findings, combined with those from factor analyses and IRT analyses, raise questions concerning the appropriateness of a unidimensional IRT model for score reporting. Consistency of dimensional structure across test forms was investigated by comparing factor patterns, MIRT item statistics, and classical item statistics (p-values, point-biserials, and intercorrelations among scores). Factor patterns and MIRT analyses indicated reasonably consistent patterns in the dimensional structures. Classical analyses also revealed considerable similarity across forms. Use of a unidimensional IRT model will probably provide ability estimates with comparable meaning across test forms. Thirty-four tables and 24 plots present analysis results. There is a five-item list of references. (SLD)

ED 344 943 TM 018 344

Noble, Julie P.
Predicting College Grades from ACT Assessment Scores and High School Course Work and Grade Information.
PUB DATE- Jul 91
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

42.5 percent of high school students were overage. Statistical data are provided in seven tables. (JB)

ED 344 961 UD 028 629

Toward Achieving the Goals: Projects of the Partners in the 1991 Urban Education Summit.
PUB DATE- Mar 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Agency Role; Conferences; Educational Objectives; Elementary Secondary Education; Futures (of Society); *National Organizations; *Organizational Objectives; Program Descriptions; *Urban Education; Urban Problems
IDENTIFIERS- *America 2000; *National Education Goals 1990; Partnerships in Education

This publication highlights the current activities of participants in the Council of the Great City Schools (CGCS) in their support of national urban education goals. In the fall of 1990, the National Urban Education Task Force, which was appointed by the CGCS, presented sample strategies for achieving the national urban education goals to representatives from over 70 educational associations, foundations, and business organizations. In January 1991, the CGCS held the first National Urban Education Summit (NUES) in Washington (District of Columbia), which was attended by representatives of 72 organizations. During the 1991 NUES, the CGCS carefully constructed national urban education goals based on the six national education goals that were issued by President Bush and the National Governors' Association in 1990. This report organizes the program and institutional descriptions around the CGCS's six national urban education goals for the Year 2000, which focus on the following topics: (1) readiness to learn; (2) increased graduation rates; (3) improved academic achievement; (4) quality multi-ethnic teachers; (5) postsecondary opportunities; and (6) safe and caring school environments. Programs currently in place that are working toward each goal are described, and information on the institution sponsoring each program is provided. A list of the 72 organizations that participated in the 1991 NUES is provided. (JB)

ED 344 962 UD 028 630

How Families Teach, Support, Learn, Make Decisions: Ways for Families To Help Children Do Better in School = Como las Familias Ensenan, Apoyan, Aprenden, Toman Decisiones: Como las Familias Ayudan a los Ninos a Mejorar en la Escuela.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

*Program Development; Public Policy; *Role of Education; Socioeconomic Influences
IDENTIFIERS- China; Egypt; Germany; Indonesia; *National Development; Pakistan; Papua New Guinea; South Korea; Tanzania; USSR; Zaire

The place education has been assigned in the national development programs of 10 nations is discussed, the problems that these countries have encountered in managing education are examined, and the measures adopted to solve educational problems are assessed. Included are the following papers: (1) "The Nature of National Development Planning" (R. M. Thomas); (2) "The Soviet Union" (R. L. Raby); (3) "The German Democratic Republic" (S. M. Shafer); (4) "Pakistan" (N. Jalil and N. F. McGinn); (5) "Egypt" (A. A. Elmallah and K. Gezi); (6) "The People's Republic of China" (J. Chuang and R. M. Thomas); (7) "South Korea" (H. W. Soh); (8) "Indonesia" (R. M. Thomas); (9) "Papua New Guinea" (M. Bray); (10) "Tanzania" (R. M. Thomas); (11) "Zaire" (B. A. Yates); and (12) "Lessons Learned" (R. M. Thomas). There are 286 references. (SLD)

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Entrance Examinations; *College Freshmen; *Courses; English; Estimation (Mathematics); Grade Point Average; *Grades (Scholastic); Higher Education; High Schools; Mathematical Models; Mathematics; Predictive Validity; *Predictor Variables; Sciences; *Scores; Social Studies
IDENTIFIERS- Accuracy; *ACT Assessment

This study examined the accuracy of predictions of college grades in English, mathematics, social studies, and natural science courses, and the accuracy of predictions of overall freshman grade point average (GPA) based on American College Testing Program (ACT) assessment test scores and on high school course work and grade information from the ACT Assessment Course Grade Information Section (CGIS). Estimates of prediction accuracy (more than 160 institutions) were compared to those obtained using ACT scores and the four self-reported grades from the registration folder (TH index), ACT Assessment scores, and CGIS. Base-year prediction models were developed using student records from the 1986-87 and 1987-88 Prediction Research Services history files. These models were cross-validated using 1988-89 data from the same institutions. Separate models for juniors and seniors and the total group were developed. Results show that most ACT/CGIS models slightly increase prediction accuracy in some subject areas over that of the TH index. The model based on the four ACT scores and an average of 23 grades modestly improves prediction accuracy over that of the TH index for more than 50% of the institutions. Results support use of prediction models based on ACT scores and high school grades. Five appendices (one with five tables) provide supplemental information. Eight additional tables present study data, and there is a 39-item list of references. (Author/SLD)

ED 344 944 TM 018 345

Zeng, Lingjia
Standard Errors of Linear Equating for the Single-Group Design.
PUB DATE- Aug 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Computer Simulation; *Equated Scores; Equations (Mathematics); *Error of Measurement; *Estimation (Mathematics); Higher Education; Mathematical Models; *Research Design; *Sample Size; Statistical Distributions
IDENTIFIERS- Beta Binomial Test Model; *Linear Equating Method; *Single Group Design

Large sample standard errors of linear equating for the single-group design are derived without making the normality assumption. Two general methods based on the delta method of M. Kendall and A. Stuart (1977) are described. One method uses the exact partial derivatives, and the other uses numerical derivatives. Simulation using the beta-binomial model (500 replications) and real test data (a 150-item test divided into 2 half tests) are used to evaluate the behavior of the estimated standard errors. Comparisons with standard errors derived with the normality assumption and bootstrap method are also conducted. The results indicate that the standard errors derived in this paper agree with those computed by the bootstrap method and are more accurate than the standard errors based on the normality assumption, especially in the situation in which the score distributions are skewed. Five tables present results of analyses. There is a 13-item list of

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Decision Making; Definitions; Elementary School Students; Elementary Secondary Education; *Family Involvement; Family Role; Parent Child Relationship; Parent Conferences; *Parent Participation; Parents as Teachers; Secondary School Students; Social Support Groups; *Student Motivation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Progress Reporting; *Supportive Learning Environments

This booklet contains ideas about how families can help children in school in the following basic ways by: (1) teaching their children; (2) learning new things to help their children learn; (3) supporting children and the school; and (4) making decisions about what and how children learn. For each of these areas, a chart is included so that families can evaluate and record their progress in specific activities. In addition, suggestions are given to help parents understand and use student progress reports. Another area discussed is meeting with the teacher and using the information from parent conferences. Definitions are provided for some terms commonly used in talking about Chapter 1 programs. A final section lists six resources that parents can turn to for more help in supporting children in school. (SLD)

ED 344 963 *UD 028 632*

Smith, Sheila; And Others
Pathways to Self-Sufficiency for Two Generations: Designing Welfare-to-Work Programs That Benefit Children Strengthen Families.
PUB DATE- 92
NOTE- 104p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Day Care; Early Childhood Education; *Economically Disadvantaged; *Family Programs; Federal Legislation; Guidelines; Health Services; Local Government; Needs Assessment; Parenting Skills; Program Descriptions; *Program Development; State Government; State Programs; *Welfare Services
IDENTIFIERS- Case Management; Family Support Act 1988; Job Opportunities and Basic Skills Program; *Self Sufficiency; *Welfare to Work Programs

This report presents an approach to welfare reform using the welfare-to-work programs possible under the Job Opportunities and Basic Skills Training (JOBS) portion of the Family Support Act. The document describes how state and local governments can design and implement two-generation interventions that combine services to help parents achieve self-sufficiency with supports for children's healthy development and school success. Part I describes the following six basic elements of a two-generation intervention and options for program design: (1) assessment of child and family needs; (2) high quality child care and early childhood education; (3) services that strengthen parenting; (4) preventive health services for children and parents; (5) self-sufficiency services leading to parental employment; and (6) case management. Part II profiles the following eight programs that currently deliver two-generation services under the Family Support Act: (1) Kentucky JOBS Program; (2) Hawaii JOBS Program; (3) Denver (Colorado) Family Opportunity Program; (4) Baltimore (Maryland) LOCATE Service; (5) Child Care references. (Author/SLD)

ED 344 945 TM 018 346

Hanson, Bradley A.
Method of Moments Estimates for the Four-Parameter Beta Compound Binomial Model and the Calculation of Classification Consistency Indexes.
PUB DATE- Sep 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Computation; Computer Software; *Equations (Mathematics); *Estimation (Mathematics); Indexes; *Mathematical Models; Reliability; *True Scores
IDENTIFIERS- *Beta Binomial Test Model; Four Parameter Model; *Method of Moments

This paper presents a detailed derivation of method of moments estimates used in computer programs for the four-parameter beta compound binomial strong true score model. A procedure is presented to deal with the case in which the usual method of moments estimates do not exist or result in invalid parameter estimates. The results presented regarding the method of moments estimates are used to derive formulas for computing classification consistency indices under the four-parameter beta compound binomial model. The bulk of the document consists of equations. There is a seven-item list of references. (Author/SLD)

ED 344 946 TM 018 347

Schiel, Jeff; Noble, Julie
Accuracy of Self-Reported Course Work and Grade Information of High School Sophomores.
PUB DATE- Dec 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Courses; *Decision Making; Grade 10; *Grades (Scholastic); High Schools; *High School Students; Questionnaires; Testing Problems; Test Validity
IDENTIFIERS- *Accuracy; *Self Report Measures

High school sophomores' (N=1,717) self-reported coursework and grade information for 26 courses was collected as part of a fall 1991 Preliminary American College Test Plus (P-ACT) administration. Students were from 55 high schools. The accuracy with which students reported courses taken and grades earned was investigated by comparing this information to data obtained from school transcripts. The typical (median) proportion of students providing accurate reports of courses taken was 0.96. The typical proportion of students accurately reporting grades was 0.64, and the corresponding median correlation between self-reported and transcript grades was 0.79. Variation in reporting accuracy was found across schools and for selected subgroups of students. Students' self-reported coursework and grade information appeared sufficiently accurate to be used for research concerning the educational development of groups of students. Self-reported grades did not appear to be sufficiently accurate for use in decisions concerning the educational development of individual students. Two appendices contain forms used in the study, and eight tables present study

Planning for JOBS in the Illinois Department of Public Aid; (6) Philadelphia (Pennsylvania) JOBS' Collaboration with Head Start; (7) Tampa (Florida) JOBS Programs: Orientations on Preventive Health Care; and (8) Portland (Oregon) Teen Parent Program. Contact person information is included. Part III contains information about 18 organizations as resources that may be useful in ongoing work to create two-generation self-sufficiency programs including organizations that are providing technical assistance and projects that are tracking and disseminating information about JOBS and related programs. Included are 48 endnotes and an appendix containing a background and synopsis of the JOBS program. (JB)

ED 344 964 UD 028 633

Almeida, Cheryl; Nellhaus, Jeff
Dropout Rates in Massachusetts Public Schools: 1990.
PUB DATE- Jan 92
NOTE- 59p.; For the 1989 report, see ED 328 652.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Dropout Rate; Graphs; High Schools; Potential Dropouts; *Public Schools; *School Statistics; *Secondary School Students; *State Surveys; Tables (Data); Young Adults
IDENTIFIERS- *Massachusetts

This report presents statistical data on the dropout rates in Massachusetts public schools for 1990. The data were gathered through a state mandated annual survey of the state's public schools. Dropouts are defined as students aged 16 years or older who leave school prior to graduation for reasons other than transfer to another school. The report presents findings in several sections. Section I presents data on annual dropout rates by grade, gender, race/ethnicity, Kind of Community (KOC), Service Delivery Area (SDA), and program area. Section II provides data on projected 4-year dropout rates that are based on annual dropout rates and estimate the percentage of entering ninth graders who may not graduate from high school. Sections I and II present statistical data in 11 tables and 6 graphs. Section III provides technical information such as sources of the data, limitations of the data, and methods used to calculate dropout rates. Section IV lists annual dropout rates by school in nine pages of tables. Section V lists projected 4-year dropout rates by school district in eight pages of tables. Appendices contain the definition of a dropout for 1992, lists of communities by SDA, and lists of communities by KOC. (JB)

ED 344 965 UD 028 635

Democracy's Next Generation II: A Study of American Youth on Race.
SPONS. AGENCY- Deer Creek Foundation, St. Louis, MO.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 172p.; An abridged version, containing four sections (73 pages) of the computer report, is also available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Affirmative Action; *Black Youth; *Futures (of Society); Hispanic Americans; Minority Groups;

information. There is an eight-item list of references. (Author/SLD)

ED 344 947 TM 018 349

Raymond, Mark R.; Viswesvaran, Chockalingam
Least-Squares Models to Correct for Rater Effects in Performance Assessment.
PUB DATE- Dec 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluators; Higher Education; *Interrater Reliability; *Least Squares Statistics; *Licensing Examinations (Professions); Medical Students; Models; Physicians; Rating Scales; Scores; *Testing Problems
IDENTIFIERS- Oral Examinations; *Performance Based Evaluation; *Rater Effects; Rater Stringency Error

This study illustrates the use of three least-squares models to control for rater effects in performance evaluation: (1) ordinary least squares (OLS); (2) weighted least squares (WLS); and (3) OLS subsequent to applying a logistic transformation to observed ratings (LOG-OLS). The three models were applied to ratings obtained from four administrations of an oral examination required for certification in a medical specialty. For any single administration, there were 40 raters and approximately 115 candidates, and each candidate was rated by four raters. R2 values for OLS and LOG-OLS models were comparable, while R2 values were substantially higher for the WLS model. The results indicate that raters exhibited significant amounts of leniency error, and that application of the least-squares models would change the pass-fail status of approximately seven percent to nine percent of the candidates. Ratings adjusted by the models demonstrated higher reliability and correlated slightly higher than observed ratings with the scores on a written examination. Six data tables are included. An appendix contains two additional tables presenting a sample rating matrix. There is a 41-item list of references. (Author/SLD)

ED 344 948 UD 028 371

La Ciutat Educadora = The Educating City. International Congress of Educating Cities (1st, Barcelona, Spain, November 26-30, 1990).
PUB DATE- 90
NOTE- 653p.; For a related document, see UD 028 372.
LANGUAGE- Catalan
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *City Government; Cultural Differences; Educational Environment; *Educational Responsibility; Educational Theories; Elementary Secondary Education; *Foreign Countries; International Studies; Political Influences; *Public Agencies; *Role of Education; School Role; Urban Areas; *Urban Education; Urban Problems
IDENTIFIERS- Spain (Barcelona)

This report presents 28 conference papers, which represent different thematic and scientific perspectives designed to create an educating city theory. The translated titles of the articles include the following: (1) "Foreword" (P. Maragall); (2) "Introduction" (J. Trilla Bernet); (3) "Conceptual

National Surveys; Political Attitudes; Racial Attitudes; Racial Bias; Racial Discrimination; *Racial Relations; *Student Attitudes; *Whites; Young Adults; *Youth
IDENTIFIERS- African Americans

This report presents the results of a national study of American youth on relations between the races, particularly black-white relations. The study surveyed youth between the ages of 15 and 24 years in three parts: (1) a national telephone survey of 1,170 young people; (2) face-to-face, in-depth interviews with 78 additional young people nationwide; and (3) two focus groups with young whites--one group college-educated, the other not--in Raleigh, North Caorlina. The publication begins with a group portrait derived from the study of the children of the Civil Rights Era including a discussion of the racial divisions, hopeful trends among youth on race, and a vision of a new moral consensus on race. The second major part presents the study and its findings. After an introduction and executive summary, key findings are analyzed in the following eight sections: (1) social perspectives; (2) social values; (3) views of race relations in America; (4) race relations and personal interaction; (5) reactions to policy approaches; (6) voices of minority America; (7) voices of the white majority; and (8) the challenge of leadership in the 1990s. Appendices contain the following: a discussion of methodology, a copy of the filled-in questionnaire, focus group materials, and the questionnaire and an overview of the participants from the one-on-one interviews. Extensive tables and figures illustrate the report. (JB)

ED 344 966 UD 028 638

Opening the University to the Community. CURA Update '92.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Economically Disadvantaged; Elementary Secondary Education; Higher Education; Housing; Human Services; Minority Groups; *Outreach Programs; Policy Formation; Program Descriptions; Public Policy; Research Projects; *Research Universities; *School Community Relationship; Urban Problems; *Urban Programs
IDENTIFIERS- *University of Minnesota Minneapolis

This collection describes over 340 projects in which the Center for Urban and Regional Affairs (CURA) at the University of Minnesota (Minneapolis) has played a role in the past two years. The CURA offers a program of research and outreach on urban problems, which brings the resources of the university to bear on the problems of urban communities. The projects described in this publication are large and small; some involve research (basic and applied), some are primarily technical assistance. Many projects were faculty research efforts while others were graduate student projects. Most projects were done in cooperation with communities, agencies, or other state organizations. The project descriptions are grouped under the following subjects: (1) community and neighborhood studies; (2) economic development and employment; (3) education; (4) environment and energy; (5) housing; (6) human services; (7) land use and population; (7) minorities and disadvantaged; (8) policy and government reform; and (9) special programs. A map of project sites shows the program distribution across the state. (JB)

Itinerary Through the Educating City: A Philosophical Perspective" (J. M. Terricabras Nogueras); (4) "The City and Democratic Citizenship: A Political Perspective" (I. Molas Batllori); (5) "The Conquered City: From the Viewpoint of Sociology" (J. Borja Sebastia); (6) "The Efficiency of the Educational City: An Economic Perspective" (J. A. Garcia-Duran de Lara); (7) "An Ecological Focus on the Educating City" (J. T. Serra); (8) "The Educating City from the Viewpoint of Architecture" (J. Muntanola Thornberg); (9) "The Idea of the Educating City through History" (J. Ortega Esteban); (10) "The Environmental Psychologist's View of Urban Space and Place Learning" (H. M. Proshansky and N. M. Gottlieb); (11) "Urban Pedagogy, the Conceptual Framework to the Educating City" (A. J. Colom Canellas); (12) "Towards a Concept of the Educating City" (A. Sanvisens Marfull); (13) "The Educating City: Opportunities and Hazards" (T. Husen); (14) "School-Territory Integration: Towards an Educating City" (F. Frabboni); (15) "The Role of Local Institutions in the Integrated Educational System" (F. Alfieri); (16) "In the City, Education" (A. Canevaro); (17) "The City and Moral and Civic Development" (J. M. Puig Rovira); (18) "Cultural Diversity in the Educating City" (M. Leicester); (19) "Methodology for the Study of Education-Urban Environment Relationship" (T. Romana Blay); (20) "Cities Are for Families" (U. Bronfenbrenner); (21) "The School Institution and the City" (M. Mata Garriga); and (22) "Programmes, Means, and Didactic Resources of the Urban Environment" (J. Sureda Negre). (SLD)

ED 344 967 UD 028 640

State of Hispanic America 1991: An Overview.
PUB DATE- Feb 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; *Demography; Economically Disadvantaged; *Educational Trends; Elementary Secondary Education; English (Second Language); Ethnic Discrimination; *Health Needs; Higher Education; *Hispanic Americans; National Surveys; *Population Trends; Poverty; Racial Discrimination; Sociocultural Patterns; Underachievement
IDENTIFIERS- Language Minorities

This overview presents a profile of the Hispanic American community in five key areas: demographics, education, poverty, health, and civil rights. The demographic overview considers population composition and location, population growth, language acquisition, family status, and employment. Educational status and trends, underrepresentation in education and training programs, factors affecting Hispanic undereducation, and signs of progress are discussed. Employment, earnings, and income; children and families; and factors associated with increasing poverty for Hispanics are considered. Hispanic health status, access to health care, and factors limiting access to health care are discussed. A section on civil rights treats public attitudes, evidence of discrimination, and Federal enforcement activities. A final section presents policy implications. The following findings are highlighted: (1) Hispanics constitute the first and most recent immigrants to the United States and the population continues to grow rapidly; (2) Hispanics have many of the values identified as typically "American"; (3) Hispanics have the lowest level of educational achievement of any major population group; (4) employed Hispanics are far more likely than other Americans to be among the working poor; (5) Hispanics are more likely than other Americans to contract certain diseases, yet less likely to have access to regular health care; and (6) Hispanics suffer from substantial levels of discrimination in education, employment, and housing, yet receive minimal attention from Federal civil rights enforcement agencies. Included are extensive end notes. (JB)

ED 344 968 UD 028 642

Bailin, Michael A.
Testimony of Michael A. Bailin, President Public/Private Ventures, Philadelphia, PA, Before the House of Representatives Committee on Ways and Means, Human Resources Subcommittee (Friday, March 6, 1992).
PUB DATE- 6 Mar 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Demonstration Programs; *Disadvantaged Youth; Economically Disadvantaged; Job Training; National Programs; Policy Formation; Program Design; Program Development; *Program Effectiveness; *Summer Programs; *Urban Youth; Youth Employment; *Youth Programs
IDENTIFIERS- *Summer Training and Education Program; Testimony

Aaron, Jane, Ed.
Out of the Margins: Women's Studies in the Nineties.
244p. 0mf. L3 ED 344 548

Aber, John
Labels We Use To Describe Ourselves: What Do They Mean in Terms of Classroom Practice?
13p. 1mf. L1 ED 344 235

Ackerman, Terry A.
An Investigation of the Relationship between Reliability, Power, and the Type I Error Rate of the Mantel-Haenszel and Simultaneous Item Bias Detection Procedures.
32p. 1mf. L1 ED 344 937
Assessing Construct Validity Using Multidimensional Item Response Theory.
24p. 1mf. L1 ED 344 936

Agnew, Christopher R.
Status and Cooperation: Faculty Responsiveness to Student Inquiries.
9p. 1mf. L1 ED 344 161

Ahtee, Maija, Ed.
Criteria, Methods and Implications. Proceedings of the International Symposium on the Evaluation of Physics Education (Helsinki, Finland, June 25-29, 1990). Research Report 96.
220p. 3mf. L1 ED 344 769

Akers, Lilialyce
Entrepreneurs: Women and Minorities.
28p. 1mf. L1 ED 344 031

Alatis, James E.
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